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ABSTRACT

This compilation of approximately 225 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institutional source indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains twenty-four resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

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Resources in Vocational Education

10

1977 Volume 10 Number 6

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CE 014 074

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Mission of the Center

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- ☐ **Generating knowledge through research,**
- ☐ **Developing educational programs and products,**
- ☐ **Installing educational programs and outcomes,**
- ☐ **Operating information systems and services,**
- ☐ **Conducting leadership development training programs.**

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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the AIM/ARM Project under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Director
The Center for Vocational Education

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Sample Document Resume

FD 126 314 95 CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102-987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories

In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 133 549 **CE 009 587**

General Office/Typist: Task List Competency Record.

Minnesota Instructional Materials Center, White Bear Lake.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-103-417

Pub Date—76

Note—77p.; For related documents see CE 009 579-590

EDRS Price MF-$0.83 HC-$4.57 Plus Postage.

Descriptors—Business Education, Clerical Occupations, *Clerical Workers, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, Student Evaluation, Student Records, *Task Analysis, *Typists

Identifiers—Minnesota

One of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the general office typist, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the general office/typist occupation include typing, maintaining the filing system, greeting visitors, handling telephone calls and mail, operating office equipment, and keeping a record of office supplies. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 550 **CE 009 588**

Receptionist: Task List Competency Record.

Minnesota Instructional Materials Center, White Bear Lake.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-103-416

Pub Date—76

Note—79p.; For related documents see CE 009 579-590

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Business Education, Clerical Occupations, Clerical Workers, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, *Receptionists, Records (Forms), Secondary Education, Student Evaluation, Student Records, *Task Analysis

Identifiers—Minnesota

One of a series of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the receptionist, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the receptionist principally concern dealing with people, receiving callers and making appointments, placing and receiving telephone calls, handling mail, and maintaining internal communications. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 551 **CE 009 589**

Typist: Task List Competency Record.

Minnesota Instructional Materials Center, White Bear Lake.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-103-415

Pub Date—76

Note—62p.; For related documents see CE 009 579-590

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Education, Clerical Occupations, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, Student Evaluation, Student Records, *Task Analysis, *Typists

Identifiers—Minnesota

One of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the typist, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. The basic job duty listed for the typist is production typing from prepared copy, form letters, reports, tables, and business forms, all under direct supervision. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 552 **CE 009 590**

Office Services Aid: Task List Competency Record.

Minnesota Instructional Materials Center, White Bear Lake.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-103-414

Pub Date—76

Note—50p.; For related documents see CE 009 579-590

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Business Education, Clerical Occupations, *Clerical Workers, Human Relations, Individual Development, *Job Skills, *Occupational Information, Office Occupations Education, Post Secondary Education, Records (Forms), Secondary Education, Student Evaluation, Student Records, *Task Analysis

Identifiers—Messengers, Minnesota

One of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the office services aid, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the office services aide include handling mail and supplies, messenger and delivery services, operating equipment, and miscellaneous errands as assigned. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

ED 133 553 **CE 009 597**

Mason, Emmett E., Comp.

Business and Office Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education", 1972-1975.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—303p.; The first collection of resumes from 1967 through 1971 is available in microfiche (ED 063 505)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Abstracts, Adult Education, *Business Education, Career Education, Curriculum Guides, Elementary Secondary Education, *Indexes (Locaters), Instructional Materials, *Office Occupations Education, Post Secondary Education, *Resource Guides, Teaching Guides, Vocational Education

This compilation presents approximately 400 resumes of instructional materials for business and office education. The resumes cover a broad range of fields and occupations and are arranged in ascending order according to an accession (VT) number. Each resume includes the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are included. Ordering information for full text reproductions of the original documents is provided in the introductory section. (RG)

ED 133 555 CE 009 624

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 7: Promoting Professional Growth and Staff Development.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-457

Pub Date—[76]

Contract—OEC-0-74-9287

Note—77p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Curriculum Development, Graduate Study, Higher Education, *Inservice Teacher Education, Instructional Materials, Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, *Program Development, Secondary Education, Specialists, Staff Improvement, Teacher Education Curriculum, Teacher Educator Education, *Vocational Education, *Vocational Education Teachers

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides information and experiences to enable the curriculum specialist to organize and operate a staff development program to improve vocational educators' ability to develop and use curriculum plans and materials. The module is divided into two parts. Part 1 involves the acquisition of concepts and background necessary for planning and conducting a staff development program through participation in discussion and other simulated activities, such as the case situation approach and conferences. Objectives included in part 1 concentrate on the following areas of staff development: Understanding the terminology, competencies for leadership, communication, planning procedures, and evaluation. Part 2 concentrates on implementing the ideas gained from the first part by participation in an internship. The module makes extensive use of the case method, which is a discussion of a typical problem or issue actually facing the curriculum specialist together with surrounding facts, opinions, and prejudices upon which the specialist has to depend. These realistic cases are presented to students for analysis, open discussion, and final decision. Organization of the module is by major performance objectives followed by related learning activities. A pretest, posttest, and explanation of the case method approach complete the module. (Author/NJ)

ED 133 556 CE 009 625

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 6: Preparing for Curriculum Evaluation.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-456

Pub Date—[76]

Contract—OEC-0-74-9287

Note—118p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, *Evaluation Criteria, *Evaluation Methods, Graduate Study, Higher Education, Instructional Materials, Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Teacher Education, *Teacher Education Curriculum, *Vocational Education

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides information and experiences to enable the curriculum specialist to coordinate evaluation in the development and implementation of vocational curriculums. The module is divided into two parts. Part 1 presents basic concepts and background knowledge of the evaluation process, including such topics as evaluation terminology, relationship of evaluation to the learning process, various evaluation models, criteria and design, and evaluation instruments. Part 2 is devoted to carrying out the evaluation process and field experience, involving the following activities: Assembling, analyzing, interpreting, and presenting evaluation data, evaluating program proposals and curriculum guides, and developing a program evaluation in an actual school setting. Organization of the module is by major performance objectives followed by related learning activities. A pretest, posttest, and glossary of terms complete the module. (NJ)

ED 133 557 CE 009 626

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 5: Preparing Instructional Materials.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-455

Pub Date—[76]

Contract—OEC-0-74-9287

Note—48p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Curriculum Design, *Curriculum Development, Graduate Study, Higher Education, Instructional Design, *Instructional Materials, Learning Activities, Learning Modules, *Material Development, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Teacher Education, *Teacher Education Curriculum, *Vocational Education

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides information, activities, and experiences to enable the learner to select, design, produce, and disseminate instructional materials. The strategy used takes the learner in a sequence of five performance objectives through a process that culminates in the design, preparation, and dissemination model for new instructional materials. Objective 1 provides familiarity with the resources and communication network available to vocational educators. The second objective is concerned with criteria for evaluation and selection of instructional materials. In performance objective 3, the learner focuses on the process of dissemination. Several dissemination techniques are presented, and the learner develops a model after completing the learning activities. The project culminates in objective 4 with the development and preparation of learner-designed instructional materials. Each of the performance objectives is followed by several related learning activities. Pretest, posttest, and glossary of terms complete the module. (Author/NJ)

ED 133 558 CE 009 627

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 4: Organizing Instructional Strategies.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-454

Pub Date—[76]

Contract—OEC-0-74-9287

Note—337p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Curriculum Development, Educational Strategies, Graduate Study, Higher Education, *Instructional Design, Instructional Materials, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Teacher Education, *Teacher Education Curriculum, *Teaching Methods, *Vocational Education

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides descriptions and activities associated with different instructional approaches. The learning activities are designed to take the learner from comprehension through demonstration of 10 teaching strategies. The module is divided into the 10 strategies of lecture, discussion, demonstration, laboratory, questioning, inquiry, simulation and games, individualized instruction, field experience, and independent study. A final category supplies the learner with criteria for selecting appropriate strategies. Each major section consists of a performance objective subdivided into several instructional objectives with related learning activities and list of resources. A pretest, posttest, and glossary of terms are also included, along with appended units on microteaching and individualized instruction. (NJ)

ED 133 559 CE 009 628

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 3: Preparing for Curriculum Change.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-453

Pub Date—[76]

Contract—OEC-0-74-9287

Note—65p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Curriculum Development, *Educational Change, Graduate Study, Higher Education, Instructional Materials, Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Teacher Education, *Teacher Education Curriculum, *Vocational Education

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides information, activities, and experiences to develop the abilities needed to plan and enact curriculum change. The module emphasizes change--the nature of changes in vocational education, the process of change, change agents, and the resources utilized in the process of curriculum change. A pretest and posttest precede the learning activities which are organized according to six major performance objectives. These objectives relate to basic kinds of change and their purposes; procedural steps for initiating, planning, implementing, and evaluating curriculum change; key change agents in the school, community, or state with influence for curriculum change in vocational education; human and material resources to be utilized in the process of curriculum change; participation in advisory and policymaking groups; and delegating responsibilities for planning, implementing, and evaluating curriculum change. (NJ)

ED 133 560 CE 009 629

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 2: Evaluating and Using Needs Assessment and Manpower Information.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-452

Pub Date—[76]

Contract—OEC-0-74-9287

Note—91p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Curriculum Development, Educational Needs, Employment Statistics, Graduate Study, Higher Education, Information Utilization, Instructional Materials, Learning Activities, Learning Modules, *Manpower Development, Manpower Needs, *Needs Assessment, Performance Based Education, Post Secondary Education, Research Utilization, Secondary Education, Specialists, Teacher Education, Teacher Education Curriculum, *Vocational Education

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides information, activities, and experiences to assist in planning and implementing an assessment of curriculum development needs as the initial step in vocational program planning. Pretest, posttest, and a glossary of terms precede the instructional objectives and learning activities which are organized according to nine major performance objectives. The first three objectives are concerned with definitions and rationale for the needs assessment process, vocational education needs assessment, and various scope and models of needs assessment. Objectives four and five introduce sources of manpower data and ways of using manpower information in curricular decisions. Objective six deals with the special needs of the disadvantaged and handicapped, while the following objective requires learners to develop a data collection plan. In performance objective eight, learners develop a plan for collecting local needs assessment data. The final objective requires learners to analyze and interpret needs assessment information in making recommendations for curriculum change. These major objectives are subdivided into several instructional objectives which are accompanied by related learning activities. The learning activities include fact sheets, worksheets, activity sheets, and keys. (Author/NJ)

ED 133 561 CE 009 630

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 1: Developing Curriculum: Goals, Objectives and Instructional Plans.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-451

Pub Date—[76]

Contract—OEC-0-74-9287

Note—120p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Behavioral Objectives, *Curriculum Development, Curriculum Guides, Graduate Study, Higher Education, Instructional Materials, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Teacher Education, *Teacher Education Curriculum, *Vocational Education

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum development, this module provides information, activities, and experienced designed to develop expertise in writing goal statements, performance and instructional objectives, and in developing instructional plans. Preceded by a pretest, posttest, and glossary of terms, the learning activities and instructional objectives are organized according to three major performance objectives which relate to establishing educational priorities, writing and sequencing performance objectives, and completing occupational and instructional analyses as part of the instructional plan. These major performance objectives are subdivided into several instructional objectives which are accompanied by related learning activities. The learning activities include fact sheets, worksheets, activity sheets, and keys. A self-instructional module is appended which provides information and learning experiences for writing behavioral objectives in the six levels of the cognitive domain--knowledge, comprehension, application, analysis, synthesis, and evaluation. A bibliography is also included. (NJ)

ED 133 562 CE 009 631

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Introductory Module.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-450

Pub Date—[76]

Contract—OEC-0-74-9287

Note—20p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, Graduate Study, Higher Education, Instructional Materials, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Teacher Education, *Teacher Education Curriculum, *Vocational Education

Identifiers—Vocational Education Curriculum Specialists

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this introductory module provides prerequisite knowledge for the remaining seven modules. The learning activities provide an overview of several different approaches to curriculum design and comprise a study of curriculum component parts and their interrelationships. The unit consists of an overall performance objective, pretest, posttest, test keys, learning activities, and evaluation criteria. (Author/NJ)

ED 133 563 CE 009 632

Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Installation Guide.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-103-449

Pub Date—[76]

Contract—OEC-0-74-9287

Note—155p.; For related documents see CE 009 624-632

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrator Guides, *Curriculum Development, Curriculum Guides, Graduate Study, Higher Education, Instructional Materials, Performance Based Teacher Education, Post Secondary Education, *Program Administration, Program Development, Program Guides, Program Planning, Secondary Education, Specialists, *Teacher Education, *Teacher Education Curriculum, *Vocational Education

Identifiers—*Vocational Education Curriculum Specialists

Designed to assist in implementation of an eight-module graduate curriculum to prepare specialists in vocational education curriculum development, this guide provides direction for utilization of the accompanying competency-based modules. Included are a statement of the nature of the vocational curriculum specialist advanced level training program (an interdisciplinary, field oriented graduate level program), guidelines for initiating and installing the program, suggestions for administrative arrangements for program implementation, alternate proposals for organization and use of the curriculum materials, an overview of the content of the training program, (the eight modules), criteria for selecting trainees, and general procedures for program evaluation. (The module titles are Introductory Module, Developing Curriculum, Needs Assessment, Curriculum Change, Organizing Instructional Strategies, Preparing Instructional Materials, Preparing for Curriculum Evaluation, and Promoting Professional Growth and Staff Development.) Appendixes contain competencies and performance objectives for each of the modules, sample internship application and agreement contract, examples of internship evaluation instruments, survey instruments used to determine qualifications, roles, and responsibilities of the vocational education curriculum specialist, a list of major references, and a list of participants in curriculum development. (Author/NJ)

ED 133 566 CE 009 639

Post, John O., Jr. And Others

Occupational Competence Access Project. First Year Report.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-490

Pub Date—30 Jun 76

Contract—OEG-310-75-0010

Note—190p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Computer Oriented Programs, Decision Making Skills, Inservice Programs, Integrated Activities, Job Skills, *Occupational Guidance, Performance Based Education, Program Evaluation, Secondary Education, *Skill Development, Student Records, Vocational

Counseling
Identifiers—Massachusetts

The Massachusetts Occupational Competence Access Project (OCAP) was designed to provide secondary school students with marketable skills and to increase their ability to make decisions about careers. The first year's efforts were primarily concerned with setting up the project and with inservice training for teachers, counselors, and administrators. Work was directed toward three projected OCAP components: A competency-based career guidance system, a skill outcome exploratory program, and a system of computerized student files. (When completed the student files may be linked with the project career data bank of more than 35,000 performance objectives for occupations and occupational clusters). Two career information centers were established and more are planned for additional schools. Appendixes (134 pages) include project materials, the third-party evaluation report, and the sponsor's site visit report. (MF)

ED 133 568 CE 009 649
Persons, Edgar A. Swanson, Gordon I.
Small Business Management Volume III: Curriculum. An Adult Education Program.
Minnesota Univ., St. Paul. Dept. of Agricultural Education.Minnesota Univ., St. Paul. Dept. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-484
Pub Date—May 76
Contract—OEG-0-73-5245
Note—469p.; For related documents see CE 009 649-651 and CE 009 659
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors—*Adult Education Programs, *Business Administration, Business Education, Business Skills, *Curriculum, Curriculum Guides, *Management, Post Secondary Education, *Recordkeeping, Teaching Guides, Unit Plan, Units of Study (Subject Fields)
Identifiers—*Small Business Management

The small business management adult education program outlined in this curriculum guide is designed to help small business entrepreneurs solve their business management problems and attain the goals they have established for their businesses and their families. (An instructor's manual and practice problems are in separate volumes.) The 3-year curriculum includes individual at-the-business instruction as an integral part of the teaching plan. The first year deals with the reasons for keeping records, what records to keep, and how to keep them easily and accurately. The second year covers the study and interpretation of the small business analysis. The third year utilizes the records and analyses of the previous years to make plans for future changes in the business, with more emphasis placed on work with individual families at their business and home and less on group instruction. Following an introductory section, the units of instruction (12 to 14 for each year) are presented. Each unit contains the following parts: Student objectives, transition of units (unifying themes), lesson (including key questions and teaching strategies), unit summary, at-the-business instruction, resources and equipment needed, list of references, and appendixes containing student handouts, worksheets, and/or transparency masters. (This guide is one of four volumes produced by the project entitled, "Development, Demonstration, and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities.") (Author/RG)

ED 133 569 CE 009 650
Persons, Edgar A. Swanson, Gordon I.
Small Business Management Volume II: Business Analysis. An Adult Education Program.
Minnesota Univ., St. Paul. Dept. of Agricultural Education.Minnesota Univ., St. Paul. Dept. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-483
Pub Date—May 76
Contract—OEG-0-73-5245
Note—316p.; For related documents see CE 009 649-651 and CE 009 659
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—*Accounting, Adult Education, *Bookkeeping, *Business Administration, Business Education, Instructional Materials, *Learning Activities, Management, Post Secondary Education, Recordkeeping, *Simulation
Identifiers—*Small Business Management

A practice problem in year-end business analysis is presented to provide experience with a system of single-entry bookkeeping as part of a small business management adult education program. The problem simulates an entire business year and includes transactions involving general business revenues and expenses pertaining to most small retailing organizations. A standardized chart of accounts is included which is generally adaptable to computerization and can be applied to most double-entry accounting systems. Data forms are included to aid in compiling the necessary information for a complete business analysis. Complete, step-by-step instructions for filling in the data forms specify the exact input required for each line and column on the data forms. Documentation for the business analysis includes a line-by-line description of each item contained in the table of analysis. The data form number and specific line numbers are also included. Appendixes contain keys to the practice problem and data forms and an analysis and interpretation of the business analysis problem. (This is one of four volumes produced by the project entitled, "Development, Demonstration, and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities.") (Author/NJ)

ED 133 570 CE 009 651
Persons, Edgar A. Swanson, Gordon I.
Small Business Management Volume I: Instructor's Manual. An Adult Education Program.
Minnesota Univ., St. Paul. Dept. of Agricultural Education.Minnesota Univ., St. Paul. Dept. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-482
Pub Date—May 76
Contract—OEG-0-73-5245
Note—127p.; For related documents see CE 009 649-651 and CE 009 659
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Administrator Guides, *Adult Education Programs, Annotated Bibliographies, *Business Administration, Business Education, *Community Education, *Management, Manuals, Post Secondary Education, Program Administration, Program Design, *Program Development, Recruitment, Student Evaluation, Teacher Evaluation
Identifiers—*Small Business Management

This instructor's manual is intended to serve as a guide for establishing a small business management adult education program in the local community that will help small business entrepreneurs solve their business management problems and attain the goals they have established for their businesses and their families. (The program curriculum and practice problems are in separate volumes.) Contents of the guide are organized into eight chapters covering the following topics: (1) Philosophy and description of the program (a 3-year program including classroom instruction coupled with on-going at-the-business instructional visits), (2) responsibilities of the instructor, (3) utilization of advisory councils, (4) implementing the program, (5) securing enrollment, (6) organization of the instructional program, (7) evaluation instruments for teacher and student, and (8) an annotated bibliography. A recruitment packet in chapter 5 includes samples of illustrative materials that may be used to provide information when interviewing potential enrollees, along with a contact letter and agreement form. The annotated bibliography is designed to accompany the instructional units of the program and contains the materials listed as references and resources. Arranged alphabetically by publisher, the information presented for each entry includes date, title, author, content areas, suggested use, source, and price. Also listed are transparencies available free from the Small Business Administration. (This manual is one of four volumes produced by the project entitled "Development, Demonstration, and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities.") (RG)

ED 133 571 CE 009 658
Lecht, Leonard A. And Others
Changes in Occupational Characteristics: Planning Ahead for the 1980's.
Conference Board, Inc., New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—CBR-691; VT-103-600
Pub Date—76
Note—94p.
Available from—The Conference Board, Inc., 845 Third Avenue, New York, N. Y. 1002 (ISBN No. 0-8237-0125-5, $10.00–Associate and Education; $30.00–Non-Associate)
Document Not Available from EDRS.
Descriptors—Educational Planning, Employment Patterns, *Employment Projections, *Employment Trends, Females, Labor Market, Manpower Needs, *Minority Groups, *Nonprofessional Personnel, *Vocational Education, Wages, *Working Women
Identifiers—United States

An overview is presented of the many developments affecting occupational choices and training needs in the 1980's. The study seeks to develop an understanding of the growth rate through 1985 of 123 selected occupations in nonprofessional fields, examines important characteristics of these occupations such as earnings level, educational attainment, and the representation of women and nonwhites, and relates the growth rate and characteristics of the selected occupations to actual and projected enrollments in vocational education programs. These overall findings emerged from the study: (1) About two-thirds of the job openings are expected to arise from the replacement of attrition losses, and only one-third from employment growth; (2) the nation's commitment to equal employment opportunity will result in only modest changes in the occupational distribution for women and somewhat greater changes for nonwhites; (3) the concentration of employment in occupations yielding low incomes is especially marked for women and nonwhites; (4) a sharp decline in the proportion of employed persons with less than 12 years of schooling is expected; (5) there are significant divergences between job openings and vocational enrollments anticipated in the 1980's, and (6) demographic changes will increase the importance of adults with labor force experience as the source of enrollment growth in vocational programs. (Author/NJ)

ED 133 572 CE 009 659
Persons, Edgar A. Swanson, Gordon I.
Small Business Management Volume IV: Final Report. An Adult Education Program. Development, Demonstration and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities.
Minnesota Univ., St. Paul. Dept. of Agricultural Education.Minnesota Univ., St. Paul. Dept. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-599

Pub Date—May 76

Contract—OEG-0-73-5245

Note—174p.; For related documents see CE 009 649-651 and CE 009 659

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Education, Advisory Committees, American Indians, *Business Administration, Business Skills, Curriculum Development, *Management, Mexican Americans, Negroes, Pilot Projects, Post Secondary Education, *Program Descriptions, *Program Evaluation

Identifiers—*Small Business Management

The purpose of the small business management program is to help families improve the effectiveness of their business operation and enable them to reach family and business goals. Similar to a successful program in farm management education operational in Minnesota since 1952, the program includes classroom instruction, small group instruction, individual instruction, and instruction in business technologies. Accurate recordkeeping is incorporated at all instructional levels. The curriculum and procedures for the program were pilot tested in six locations: Three in area vocational-technical institutes in Minnesota and three in communities with large minority populations. The program for American Indians is located in Arizona, for Mexican Americans in Texas, and for Blacks in North Carolina. The final report describes the following phases of the project: Site selection and staff development, selection and use of advisory committees, curriculum development, evaluation, and dissemination activities. Appendixes comprising about half the document (72 pages) contain forms for use in implementing the program. These include cost study analysis for an annual report, the Norper test on profit maximizing principles in both English and Spanish, the Business Attitudinal Inventory in both English and Spanish, and supplementary forms in Spanish. (The instructor's guide, curriculum, and practice problems developed are in separate volumes.) (Author/RG)

ED 133 573 CE 009 660

Magisos, Joel H., Comp. Stakelon, Anne E., Comp.

Individualization and Modularization of Vocational Education Instructional Materials. An Annotated Bibliography of Publications and Projects. Bibliography Series No. 32.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-598

Pub Date—Oct 75

Note—58p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Development, Educational Research, *Individualized Curriculum, Individualized Instruction, *Instructional Materials, Learning Modules, *Material Development, Research Projects, *Vocational Education

This annotated bibliography is designed to assist applicants for research grants under part C (section 131a) of the amendments to the Vocational Education Act of 1963 by providing access to documents, journal articles, and current projects related to the individualization and modularization of vocational education instructional materials. The report literature and journal articles cited were found in a computer-assisted search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials in Vocational Education" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and were selected from among a larger number uncovered in the initial search as the most relevant to the topical area and representative of previous work. Citations include 33 ERIC documents, 15 AIM/ARM documents, 62 journal articles, and 18 current projects. Also included are instructions for ordering the cited materials. (NJ)

ED 133 574 CE 009 661

Magisos, Joel H., Comp. Stakelon, Anne E., Comp.

Post-Secondary Vocational Education. An Annotated Bibliography of Publications and Projects. Bibliography No. 31.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-597

Pub Date—Oct 75

Note—25p.; Several pages may not reproduce well due to marginal legibility of original document

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Community Colleges, Educational Research, Junior Colleges, *Post Secondary Education, *Technical Education, *Vocational Education

This annotated bibliography is designed to assist research in vocational education by providing access to documents, journal articles, and current projects related to postsecondary vocational education. The report literature and journal articles cited were found in a search of "Resource in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Citations are included for 20 documents, 9 journal articles, 7 AIM/ARM documents, and 1 project. Also included are instructions for ordering the cited materials. (NJ)

ED 133 575 CE 009 662

Magisos, Joel H., Comp. Stakelon, Anne E., Comp.

Adult Vocational Education. An Annotated Bibliography of Publications and Projects. Bibliography Series No. 30.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-596

Pub Date—Oct 75

Note—26p.; Several pages may not reproduce well due to marginal legibility of original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Vocational Education, *Annotated Bibliographies, Disadvantaged Groups, Educational Research, Resource Guides

This annotated bibliography is designed to assist applicants for grants under part C of the Vocational Amendments Act of 1963 (Section 131a) by providing access to documents, journal articles, and current projects related to adult vocational education. The report literature and journal articles cited were found in a search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Citations are included for 28 documents, 8 journal articles, and 1 project. Also included are instructions for ordering the cited materials. (NJ)

ED 133 576 CE 009 666

Metrication. A Guide for Consumers. Consumer Research Report No. 2. Third Edition.

Consumer and Corporate Affairs Dept., Ottawa (Ontario).

Report No.—VT-103-591

Pub Date—Feb 74

Note—24p.; For a related document see CE 009 667

Available from—Information Canada, 171 Rue Slater Street, Edifice Vanguard Building, Ottawa, Ontario, K1A 0S9, Canada

Document Not Available from EDRS.

Descriptors—*Consumer Education, Foreign Countries, *Metric System, Resource Guides, Standards

Identifiers—Canada

Designed to introduce the metric system to consumers, this guide, developed in Canada, offers a brief definition and history of the metric system and rationale for change. The conversion experiences of other countries are described, and questions about learning the new system and problems involved with the conversion process are also considered. Practical implications for the consumer are discussed regarding the following products: Automobiles, bakery products, clothing, dairy products, footwear, furnishings, gasoline and oil, groceries, hardware and lumber, household equipment, liquor, paper, photographic equipment, and toiletries and drugs. A table of everyday metric units is included. (NJ)

ED 133 577 CE 009 667

Metrication. A Guide for Producers of Packaged Goods. Consumer Research Report No. 4. Second Edition.

Consumer and Corporate Affairs Dept., Ottawa (Ontario).

Report No.—VT-103-590

Pub Date—Apr 73

Note—12p.; For a related document see CE 009 666

Available from—Information Canada, 171 Rue Slater Street, Edifice Vanguard Building, Ottawa, Ontario, K1A 0S9, Canada

Document Not Available from EDRS.

Descriptors—*Consumer Education, Foreign Countries, *Industry, Legislation, *Metric System, Resource Guides, Standards

Identifiers—Canada

This guide, developed in Canada, discusses the benefits of the metric system to industry and consumers. The major rationale offered for adopting the metric system is that uniformity in standards will facilitate the increasing trend toward worldwide communication and world trade and thus benefit both producer and consumer. Possible specific changes noted involve standardized packages in round metric quantities, reduction of inventories due to standardization of supplies, and reduction of computation errors. Some practical effects of the Consumer Packaging and Labelling Act for manufacturers are discussed along with the advantages and concerns involving dual labeling. A summary of schedule 1 of the Weights and Measures Act appears, with the more important metric units and their symbols given. Basic rules of writing metric quantities are presented for weight, length, area, and volume. The issue of cost is considered, revealing that most firms that have converted have found actual costs less than anticipated possibly because of savings from inventory reduction. (NJ)

ED 133 578 CE 009 671

Pollack, J. David

The Development and Testing of a Criterion Referenced Evaluation System for Faculty and Administrators in Technical Institutes/Community Colleges. Final Report.

North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-585

Pub Date—30 Jun 76

Note—169p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Evaluation, Community Colleges, *Criterion Referenced Tests, *Evaluation Criteria, Evaluation Methods, Junior Colleges, Peer Evaluation, Questionnaires, Self Evaluation, Student Attitudes, Teacher Attitudes, *Teacher Evaluation, Technical Institutes, *Test Construction

Identifiers—North Carolina

In order to develop teacher and administrator evaluation systems based on specific measurable criteria, a research population of three groups (full-time students, teachers, and administrators) was drawn from the 57 North Carolina technical institutes and community colleges. Random samples selected from 16 institutions were surveyed, with findings based on responses from 181 students, 150 teachers, and 92 administrators. From field testing of the evaluation instruments at six institutions it was concluded that the evaluation criteria developed were valid. Survey results indicated that generally attitudes of all three groups toward evaluation were not favorable. Teachers held the lowest attitude while administrator attitude was the most favorable. It was felt that the low level of attitude was due to the evaluation systems currently in use. Each group felt that evaluation of a teacher's or an administrator's effectiveness should be based on a combination of information sources. Teachers and administrators agreed on how often evaluation should be conducted and that the time should be determined by the institution. They also responded positively to all the criteria listed for both groups and were fairly close in their rankings of both sets of criteria. Included in the report are literature reviews on both teacher and administrator evaluation and the teacher and administrator evaluation forms developed. Detailed responses are presented in narrative and tabular form. Appended are the 11 evaluation forms used in the study including the survey instrument, teacher and administrator opinionnaire, student evaluation forms, teacher and administrator self-evaluation forms, and evaluation forms for chairman, peer, and staff. (MF)

ED 133 580 CE 009 674

Hunter, Betty A.

Clothing Construction Performance Assessment. Final Report.

Arizona State Univ., Tempe.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-582

Pub Date—30 Jun 76

Note—147p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Achievement Tests, *Clothing Instruction, *Cognitive Tests, Home Economics Education, Multiple Choice Tests, Post Secondary Education, *Psychomotor Skills, Secondary Education, Sewing Instruction, Task Performance, *Test Construction, Test Results, Test Validity, Textiles Instruction

The goal of the project was to validate, refine, and develop plans for implementation of a performance-based challenge test in the cognitive and psychomotor aspects of basic clothing construction skills that could be utilized for grades 7-14. An advisory board and a jury panel representing the three instructional levels provided assistance in developing and validating the instrument. A clothing construction performance instrument was developed for each of two learning levels according to a matrix model. Following testing with 418 students in eight schools, the data obtained was subjected to statistical analysis. It was concluded that the test was feasible. The results are presented in narrative and tabular form. Recommendations are presented for both curriculum changes and test improvement. Appendixes (121 pages) include project correspondence, forms, the matrix model, grading criteria for psychomotor skills, and the 65-page instrument developed. The basic areas covered by the test are fashion and fitting, fiber and fabric, sewing equipment, clothing construction, and clothing care. The format is multiple choice for the written part. Performance tasks are to be completed in the areas of clothing construction and sewing equipment. (Author/RG)

ED 133 585 CE 009 686

Kentucky Advisory Committee Evaluation System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Kentucky State Advisory Council for Vocational Education and Manpower Development and Training, Frankfort.

Report No.—VT-103-562

Pub Date—76

Note—64p.; For related documents see CE 009 726

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Advisory Committees, Agency Role, *Evaluation Criteria, *Evaluation Methods, Guidelines, Interviews, *Program Evaluation, Questionnaires, State Programs, *Vocational Education

Identifiers—*Kentucky

This packet of evaluation guidelines and instruments, developed to aid the Kentucky Advisory Council, provides tools and guidelines for evaluating vocational education programs according to relevance of content, job entry skills, and employability skills. The first section is an overview of the evaluation procedures and describes the evaluation process, the major evaluation areas, and the necessary materials. Evaluation guidelines are presented for the State advisory council, the regional advisory committee, the regional director of vocational education, the local craft committee, and the vocational teacher. The interview guide section, designed to provide in-depth information about vocational programs, consists of questions for vocational teachers, students, graduates, and local employers. Samples of additional evaluation instruments–the program and regional profiles and the program and regional recommendation forms–are included. (NJ)

ED 133 586 CE 009 688

Burger, Laura J.

Secondary-Post Secondary Curriculum Articulation Project for Vocational Technical Education in Minnesota. Final Report.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-103-559

Pub Date—30 Jun 76

Note—47p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Standards, *Articulation (Program), College Curriculum, College School Cooperation, *Curriculum Development, Evaluation Criteria, High School Curriculum, Performance Based Education, *Post Secondary Education, Program Descriptions, Program Evaluation, *Secondary Education, State Programs, State Standards, Statewide Planning, Student Evaluation, Student Records, Task Analysis, *Vocational Education

Identifiers—*Minnesota

A project was conducted to develop and pilot test a process for vertically articulating curriculum between the secondary and postsecondary levels of vocational-technical education in Minnesota. Subgoals were to develop and validate a procedure for developing statewide task lists and competency records and to develop a process for teacher and administrator utilization of the articulation products. The five areas of research and development included: (1) articulation product development, (2) articulation process development, (3) dissemination plan development, (4) production of publications for regional articulation, and (5) identification of data sources for updating and revising articulation products. A procedure for developing articulation products was developed and validated, and a regional process was successfully piloted through the developmental phase of automotive mechanics articulation in three pilot sites. Five publications were printed and 12 are currently being printed. Diffusion of project goals, information, and products was accomplished statewide and nationally. Both the procedure for product development and the regional dissemination process have been adopted by the State Department of Education. It was concluded that the overall evaluation of the project was positive. (NJ)

ED 133 588 CE 009 691

TRACE: A System for Student Follow-Up. Management Handbook.

Santa Barbara County Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education.

Report No.—VT-103-556

Pub Date—Sep 74

Note—260p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Administrator Guides, Computer Oriented Programs, *Data Collection, *Graduate Surveys, *High School Graduates, *Information Systems, Records (Forms), *Vocational Followup

Identifiers—California, *TRACE

TRACE is a system for conducting followup surveys of high school graduates using a stratified random sampling model. Developed and tested in the State of California, the system has been approved as an alternate method that districts may use to obtain data for State-required vocational education reports. Intended for administrators at the school or district level who have decided to use TRACE, the handbook presents detailed instructions and forms needed for implementing the system. Contents of the handbook are organized into the following sections: Background, planning, orientation, staff instructions, data processing, and reproducible materials. Instructions are addressed specifically to the personnel involved, and provide a step-by-step procedure. The final section contains all of the necessary forms, with instructions for their duplication. (RG)

ED 133 591 CE 009 696

Fair, George W.

Vocational Education Programming for Special Education Students in Texas. Final Report.

Texas Univ., Dallas.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Report No.—VT-103-525

Pub Date—[76]

Note—158p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Students, Questionnaires, Regular Class Placement, School Districts, School Surveys, *Special Education, State Surveys, *Vocational Education

Identifiers—*Texas

The purpose of this study was to begin an assessment of the status of vocational education programming for handicapped school-age students in Texas. Specific objectives were to determine the number of special education students enrolled in and completing regular and special vocational education classes during the school year 1974-1975, to determine why special education students have not been enrolled in regular vocational education programs, and to estimate the types of services needed to enable more special students to enter vocational classes. To accomplish these objectives, questionnaires were sent to the school districts to collect the basic data, and onsite interviews were conducted to validate and clarify the questionnaire data. Survey results are detailed in narrative and tabular form, with recommendations for improvement including inservice programs for vocational and special educators and other appropriate school personnel. The questionnaires and letters used in the project are appended. (MF)

ED 133 593 CE 009 700

A Review of Effective Counseling Procedures Utilized to Orient Secondary School Students with Vocational-Technical Institute Programs in Maine. Final Report.

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Report No.—VT-103-516

Pub Date—30 Jun 76

Note—98p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Counselor Role, Counselors, *Educational Guidance, *High School Students, *Information Sources, Occupational Guidance, Post Secondary Education, School Surveys, Secondary Education, Secondary School Counselors

Identifiers—Maine

This study attempted to identify the orientation procedures which contribute to helping high school students become acquainted with the vocational-technical institutes (VTIs) in Maine. To accomplish this objective a number of school counselors at 19 high schools and the VTI personnel at the six VTIs in the State were interviewed and a random sample of 10% of tenth, eleventh, and twelfth grade students and 1400 VTI students were surveyed. The VTI student survey gathered data about sources of information influencing choice of VTIs and the value of these sources. The high school students were surveyed concerning awareness of the VTIs in Maine and information sources contributing to that awareness. Interviews with counseling and V[illegible]sonnel sought opinions and suggestions abou[illegible]tation procedures. As a result of the surveys, a se[illegible] of suggestions concerning orientation procedures are offered for school counselors and post high school personnel to enhance a cooperative effort. The results are presented and analyzed and a summary statement is provided. It is noted that although several influential sources were more frequently cited than others, the general conclusion was that no single procedure constitutes orientation. The report includes a bibliography and sample survey instruments. (NJ)

ED 133 594 CE 009 701

Berg, Marvin

Open Entry/Open Exit Study. Final Report.

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-103-515

Pub Date—Jun 76

Note—129p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Community Colleges, *Educational Alternatives, *Educational Needs, Employer Attitudes, *Open Education, *Open Enrollment, Post Secondary Education, *Program Development, *Program Effectiveness, School Surveys, Student Attitudes, Surveys, Teacher Attitudes, Technical Institutes

Open entry/open exit refers to formats and procedures which allow learners to enter a program whenever they are ready and available, and allows them to leave or complete programs when competencies for job entry are attained. This study sought to provide base data on the concept of open entry/open exit by surveying involved individuals and to provide information of the effectiveness of sample programs through an evaluation of job entry performance levels, materials and procedures, and accompanying delivery systems. Occupational programs and courses at five Wisconsin technical institutes and one Iowa community college were studied. Four different questionnaires were developed and administered to 910 respondents, including 76 employers and public agency officials, 259 prospective students, 519 present students, and 56 staff members. Thirty-nine staff members were also interviewed. Survey results, which include open-end responses and comments, are presented in a series of 39 tables. Following are major findings of the study: (1) Prospective students and present students indicated they have a need for open entry/open exit, (2) students and staff felt that this was a viable, feasible, and beneficial approach, (3) employer and public agency respondents expressed favorable attitudes towards this approach, and (4) use of an individualized instructional system was viewed favorable, but presented the most obstacles. (Author)

ED 133 595 CE 009 702

DeSpain, Tom And Others

Academic and World of Work Gap-Bridging Through Career Education. Final Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-514

Pub Date—30 Jul 76

Contract—OEG-0-73-5321

Note—162p.; For related document see ED 126 298

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Curriculum Development, Developmental Programs, Dropouts, Elementary Secondary Education, Fused Curriculum, Placement, Potential Dropouts, Prevocational Education, Program Evaluation, School Community Relationship, Skill Development, Staff Role, *Student Development, Urban Schools, *Vocational Development, Vocational Education

Identifiers—Oklahoma, Oklahoma (Oklahoma City)

The report details the goals and objectives, activities, accomplishments, and results of a 3-year effort to establish a school-based career education program for students in grades 5-12 of the Oklahoma City Public School District. Major results include: (1) involvement of all fifth grade students, their teachers, and professional staff with career awareness through the use of field trips, resource speakers, and television programs; (2) expansion of exploration programs to a total of 40, serving 7,000 students; (3) expansion of new vocational/prevocational programs to serve 850 students; and (4) placement or referral of over 555 dropouts or potential dropouts into jobs, training programs, back in school, or to other agencies. A third party evaluation report by a team from Central State University (Edmond, Oklahoma) is included in the document. (Evaluation procedures included onsite visits, interviews with students, staff, and resource personnel, and analysis of records.) Based on evaluation findings, conclusions are reported for each of the 79 specific project objectives. It is recommended that the Oklahoma City school administration provide personnel for continued coordination of the career education programs. Appendixes include the survey instruments and various project forms. (RG)

ED 133 596 CE 009 708

McCloskey, I. L.

School-Based Job Placement Service Model. Final Report.

Columbia-Montour Area Vocational-Technical School, Bloomsburg, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-103-508

Pub Date—30 Jun 76

Note—36p.; For a related document see ED 119 000

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cooperative Programs, *Demonstration Programs, *Employment Services, *Job Placement, Models, Program Descriptions, *Program Effectiveness, Program Evaluation, *Pupil Personnel Services, Secondary Education, Vocational Adjustment, Vocational Followup, Vocational Schools

Identifiers—Pennsylvania

This report describes the background and results of a project to establish a school-based job placement service in the Columbia-Montour Area Vocational-Technical School in Bloomsburg, Pennsylvania. The center's activities, based on a previously-developed model, included these components: (1) Cooperative job development with the Bureau of Employment Security, (2) cooperative job matching, (3) followup to assist in work adjustment, (4) the educational program, and (5) feedback of information to improve the program. Findings and analysis are reported for placement, the 1974-75 followup study, mobility, maturity, nontraditional careers, the Bureau of Employment Security, starting wages, and cooperation. Further conclusions are offered on the facility, the word processing machine, diversified occupations programs, letters to employers, industry input, and professional associations. Conclusions indicate the following: Students placed by the program obtained higher starting wages and jobs in larger corporations; some graduates did not show readiness to enter the world of work upon graduation; although employers sought women for nontraditional jobs, no female students had chosen training in these areas; and cooperation with the Bureau of Employment Security was good. Information about average starting salaries and the followup study is appended along with other project-related material. (NJ)

ED 133 597 CE 009 711

Tehle, Dave Kortan, Jim

Mission Possible. Fargo Area Schools Work Experience Program. Final Report.

Fargo Public Schools, N. Dak.North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RCU-24; VT-103-505

Pub Date—Jun 76

Contract—OEG-0-74-1714

Note—117p.

EDRS Price MF-$0.83 HC-$6[illegible]1 Plus Postage.

Descriptors—*Career Exploration, Career Opportunities, *Cooperative Education, Educational Alternatives, Occupational Information, Participant Satisfaction, Program Descriptions, *School Community Relationship, Secondary Education, Vocational Development, *Work Experience Programs

Identifiers—North Dakota, North Dakota (Cass County), North Dakota (Fargo)

The Fargo area schools work experience program, "Mission Possible," was designed to help st[illegible]dents explore career-related activities in three p[illegible] (1) Students Seeking Insight (SSI), the observ[illegible]tation-interview approach in which a stud[illegible] is matched with an employer in the career area of interest; (2) Participate in a Career Experience (PACE), an unpaid practical work experience through formal agreement with a community participant; and (3) Job Information Search (JIS), providing career information and materials to students unable to participate in either of the other two phases. This voluntary program originated because student enrollment in the traditional vocational education cooperative work experience program was restricted to rigid school-work structuring and because the high availability of part-time jobs drew many students to work instead of the school program. The report describes the 2-year program from June 1974 to June 1976 in grades 9-12 in both urban and rural schools. Conclusions and recommendations based on analysis of the 2-year experience are presented along with a review of the five program objectives with commentary on their status at the program's conclusion. More than half of the document consists of appended materials developed in or for the project: Promotional materials; student, parent, and employer questionnaires and comments; and various forms and program data. (MF)

ED 133 598 CE 009 713
Tehle, Dave Anderson, Jacqueline
Work Experience Career Exploration Program (WECEP). Annual Report.
Fargo Public Schools, N. Dak.
Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Report No.—RCU-28; VT-103-503
Pub Date—Jun 76
Note—62p.; Pages 61-63 of original document have been removed
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Exploration, *Disadvantaged Youth, Dropout Prevention, Educational Alternatives, Instructor Coordinators, Junior High Schools, *Potential Dropouts, Program Evaluation, School Industry Relationship, *Work Experience Programs
Identifiers—Fargo Area Schools Work Experience Program, North Dakota, North Dakota (Fargo)

The work experience career exploration program (WECEP), a junior high school alternative education program for potential school dropouts, was implemented at Ben Franklin Junior High School in the Fargo, North Dakota, school district during the 1975-76 school year. Patterned after vocational education cooperative work experience programs, WECEP is different in that it serves younger students ages 14 and 15 who are having problems in a traditional school setting. WECEP is concerned with helping disadvantaged students experience and appreciate work and education, rather than developing specific job skills. School credits are granted for both inschool instruction and for the part-time work experience. The well-received program experienced a high degree of success and will continue as a regular program in the district. To continue the success of the program's first year, three areas of concern should be resolved: A reliable and economic method of transporting WECEP students to job sites, a followup for these students into high school to help carry them through to graduation, and the concern felt by teachers in other subject areas about the special treatment given to WECEP students compared to students in the regular junior high program. About half of the report is comprised of WECEP materials such as student data forms and comments of employers, students, parents, and faculty. (MF)

ED 133 599 CE 009 715
Hull, Marc E. And Others
Procedures for Teaching Vocational Concepts to Special Needs Students. Final Report.
Texas A and M Univ., College Station. Coll. of Education.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No.—VT-103-501
Pub Date—Jun 76
Note—128p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Concept Formation, *Concept Teaching, Curriculum Research, Disadvantaged Youth, Educable Mentally Handicapped, Educational Research, Handicapped Students, *Learning Characteristics, Literature Reviews, *Special Education, Teaching Methods, Teaching Models, *Teaching Techniques, *Vocational Education

This final report describes a project which developed and examined an instructional paradigm and instructional materials for teaching vocational and prevocational curriculum-based concepts to special needs students. The literature is reviewed concerning student characteristics, the learning situation, and concept characteristics as they affect learning. Research studies on concept learning by the mentally retarded are also reviewed. Several models for teaching concepts are described and the findings of several studies dealing with specific strategies for improvement of concept teaching are summarized. The experimental procedures for the series of substudies conducted by the project are described, which included development of the instructional lesson; development of the instructional materials—line and detailed drawings, photographs, transparencies, photograms, objects, programmed booklets, and audio scripts; development of the dependent measure; selection of the participating schools; and the research designs for the five substudies. Findings are reported as performance differences among four student groups and as effects on learning of speech rates, technical terms, various visual presentation modes, group size, pupil-teacher rapport, and individualized versus group instruction considering the student characteristics of sex, group, reading and math ability, vocational interest, spatial relationship and form perception ability, and finger dexterity. (NJ)

ED 133 601 CE 009 721
Cronin, F. Patrick And Others
Improvement of Occupational Education in the Federal Bureau of Prisons. Phase II: Regional Workshops.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Department of Justice, Washington, D.C. Federal Prison Industries, Inc.
Report No.—VT-103-543
Pub Date—Jun 76
Contract—1-PI-2331
Note—79p.; For a related document see ED 128 647
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Correctional Education, *Inservice Education, Institutional Personnel, Program Descriptions, Program Evaluation, *Staff Improvement, *Vocational Education, *Vocational Rehabilitation, Workshops

Phase II activities of a project to improve occupational education programs in corrective institutions involved conducting five workshops for 106 selected participants with responsibility for the delivery of occupational education in the Bureau of Prisons (BOP). Specific objectives were to provide a forum of discussion of phase I findings involving the comparative effectiveness of various delivery programs, and to provide staff development training. The report describes the development of the workshop curriculum, selection of participants, and the workshop evaluation procedures. Results are presented as mean ratings of final evaluation items for each workshop site and across sites to show regional and total impact. Overall results indicated that workshop objectives and expectations were met and that participants viewed the proceedings very favorably. Appendixes consist of workshop agenda, participant lists, BOP vocational education course listings, evaluation forms, and daily evaluation results. (NJ)

ED 133 603 CE 009 724
Rutledge, Gene And Others
Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975). Human Resource Development: Technical Education's Challenge.
American Technical Education Association, Inc., Delmar, N.Y.American Vocational Association, Washington, D.C. Technical Div.Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-540
Pub Date—Mar 75
Note—62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Career Education, Conference Reports, Conferences, *Educational Development, *Educational Planning, *Human Development, *Human Resources, Industrial Education, Medical Services, Secondary Education, Staff Improvement, *Technical Education

This report includes the presentations of the speakers appearing before the National Clinic on Technical Education. Topics cover human resource development; the impact of technical education on economic development (in Mississippi); economics of allied health education; manpower implications of environmental protection; manpower needs for environmental protection-water; manpower needs for nuclear energy; educational facilities planning; metrics conversion and technical education; Comprehensive Employment and Training Act and its implications for technical education; training minorities in technical education; industry based career education; developing manpower for nuclear technology; faculty development in technical education; growth areas in medical services; identifying human resources (a discussion of the Department of Defense High School Testing Program); technical education in Washington; marketing technical education; and the state of the art of technical education. Members of the American Technical Education Association (ATEA) National Planning Committee, exhibitors, officers, representatives, speakers, and others are also listed in the report. (TM)

ED 133 604 CE 009 726
Adams, Kay A. McCaslin, N. L.
The Development and Pilot Testing of Self-Review Instruments for Vocational Education Programs in Kentucky.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Kentucky State Advisory Council for Vocational Education and Manpower Development and Training, Frankfort.
Report No.—VT-103-538
Pub Date—76
Note—14p.; For a related document see CE 009 686
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Advisory Committees, Evaluation Criteria, *Evaluation Methods, Guidelines, Measurement Instruments, Pilot Projects, Program Descriptions, *Program Development, School Community Relationship, School Industry Relationship, State Programs, *Vocational Education
Identifiers—*Kentucky

Local and regional advisory councils can provide vocational programs with unique and essential evaluation information. Most advisory councils are asked to review components of vocational programs about which they have limited experience and/or knowledge, such as philosophy, objectives, and management. There are several, often overlooked areas in which the expertise and consequent advice of the advisory council would be most helpful and appropriate. The Kentucky Advisory Committee Evaluation System (KACES) was designed to tap the resource potential of the advisory council. KACES is a four-step evaluation which includes orientation, investigation, interpretation, and recommendation. The evaluation is based on two forms utilized by the advisory councils at the State, regional, and local levels. Reactions to the KACES program were very positive, and recommendations about the KACES program were based on the pilot testing and revisions and include points such as clearly defining the vocational teacher's role in evaluation and developing alternative interviewing times and techniques. (TM)

ED 133 606 CE 009 731

Hill, Clair S.

A Survey of Common Elements in Appliance Repair, Refrigeration and Air Conditioning. Final Report.

Northern Arizona Univ., Flagstaff.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-531

Pub Date—30 Jun 76

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Air Conditioning, *Appliance Repairing, *Appliance Service Technicians, Curriculum Development, *Job Skills, Program Descriptions, *Refrigeration, Research, Secondary Education, Surveys, *Task Analysis

This project was designed to collect information on the types of skills common to the appliance repair, refrigeration, and air conditioning service areas. A single task inventory was constructed from available course materials, revised by consultants, and administered to a random sample of 30 incumbent workers in each of the two service areas in two counties of Arizona. Completed task inventory forms were analyzed by computer with the tasks ranked according to percent of sample performing each task and time spent by workers performing each task. A report of the analyzed data was distributed to teachers in Arizona to be used as a basis for curriculum revision. This report defines the problem area and describes the goals and objectives, procedures, design and methodology, selection of sample, administration of inventory, and data analysis. Tables provide information about distribution of respondents by job title and years of experience, mean years of experience in service area by job title, and frequency of responses to the question of where training was received by service area. Also included are the task inventory instrument and the task analysis which indicates percentage of respondents performing task and time spent ratings. (NJ)

ED 133 607 CE 009 732

Magisos, Joel H., Comp. Stakelon, Anne E., Comp.

Special Needs Populations. Annotated Bibliographies on Bilingual, Correctional, Migrant, and Handicapped Populations with Unique Vocational Education Needs. Bibliography Series No. 33.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-530

Pub Date—Oct 75

Note—142p.; Best copy available

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bilingual Education, *Correctional Education, Educational Research, *Handicapped Students, Higher Education, *Migrant Education, Post Secondary Education, Secondary Education, *Vocational Education

This annotated bibliography is designed to assist applicants for research support under part C of the Vocational Amendments Act of 1963 by providing access to documents, journal articles, and current projects related to vocational education for special needs populations. The report literature and journal articles cited were found in a computer-assisted search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Entries cover the areas of bilingual vocational education, correctional vocational education, vocational education for migrants, and vocational education for the handicapped. Also included are instructions for ordering the cited materials. (NJ)

ED 133 608 CE 009 733

Driscoll, Jeanne Baker Herr, Edwin L.

Professional, Technical and Kindred Workers: Where They Come From, Where They Go In The Commonwealth of Pennsylvania. Information For Student Career Planning.

Pennsylvania State Univ., University Park Dept. of Counselor Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-103-529

Pub Date—Aug 76

Note—204p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Career Change, Career Planning, Census Figures, *Employment Patterns, *Employment Qualifications, Employment Statistics, Graphs, *Occupational Clusters, *Occupational Information, *Occupational Mobility, Occupations, Professional Occupations, Technical Occupations

Identifiers—*Pennsylvania

Intended for use in occupational and education planning by students and counselors, this document contains information about the 106 occupations which are included in the professional, technical, and kindred workers cluster of the U.S. census. The occupations are grouped by field of interest. For each occupation, the information provided includes a one-page narrative description of the occupation along with census data on occupational mobility in Pennsylvania expressed in the form of bar graphs. The narrative briefly defines the occupation, then discusses personal qualifications, job duties, possible advantages and disadvantages, preparation and training, and sources of additional information. One bar graph depicts the 1965 activities of all 1970 workers in the occupation. This is followed by a paragraph highlighting some of the major shifts or similarities in workers' occupations between 1965 and 1970. The second graph shows what 1965 workers in an occupation were doing in 1970. The total number of workers in the occupation is given for 1965 and 1970, along with a list of job titles classified under the occupational heading. (RG)

ED 133 609 CE 009 734

Cronk, Cynthia And Others

Vocational Language Project for Secondary Trainable Mentally Retarded.

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.Appalachia Intermediate Unit 8, Ebensburg, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Report No.—VT-103-528

Pub Date—30 Jun 76

Note—57p.; This project was designed in the Department for Exceptional Children, Intermediate Unit 8

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Communication Skills, *Concept Teaching, *Educable Mentally Handicapped, *Job Skills, *Language Development, Language Instruction, Learning Activities, Pilot Projects, Secondary Education, *Skill Development, Task Analysis, Vocational Training Centers

This project was designed to develop a vocational language program for secondary trainable mentally retarded students based on an analysis of the concepts needed for entry and continuation in vocational training programs and related jobs. Twenty-five students from the Ebensburg State School in Pennsylvania participated in the project. The three vocational skill areas of carpentry, woodworking, and auto body were observed, and task analyses were developed which included task statements, method verbs, concept areas, and detailed task breakdowns. Assessment devices were then developed and the concepts tested. The final phase involved experimental teaching at levels indicated by the test results. Concept modules were developed for a limited number of concepts based on the task analyses. Students were expected to demonstrate comprehension of the concept and not necessarily the verbal expression of the concept. The pilot project demonstrated a relationship between acquisition of vocational skill and language development. The concept module approach proved effective in organizing vocational tasks in terms of progression of a given skill area. Appendixes include assessment instruments, list of concepts, several task analyses for the three vocational areas, and 14 concept modules that include goals, materials, and procedures. (NJ)

ED 133 610 CE 009 735

Hillmer, Warren And Others

Determining Performance Levels of Competencies for Job Entry. Final Report. Marketing and Retail Sales Programs.

Southwest Wisconsin Vocational-Technical Inst., Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-103-527

Pub Date—Aug 76

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Area Vocational Schools, *Employer Attitudes, *Entry Workers, Followup Studies, Graduate Surveys, *Job Skills, *Marketing, *Merchandising, Retailing, Tables (Data), Vocational Education

Identifiers—Wisconsin

To provide input for curriculum evaluation, a study to identify basic competencies required for entry-level positions in the marketing/merchandising field was conducted in Wisconsin vocational education districts. Marketing and merchandising graduates and their employers were surveyed by mailed questionnaire to determine the degree of performance and level of performance they felt the listed skills held for job entry placement. From the survey findings (responses of 21 employers and 19 graduates), it was concluded that the present marketing and merchandising curriculums are adequate but should be evaluated and updated on a continuing basis. Appendixes to the report include the questionnaires, survey results, and cover letters. (RG)

ED 133 612 CE 009 851

Microfiche Set of Documents Announced in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/-ARM), Volume 9, Number 6.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—3,281p.

EDRS Price MF-$6.01 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 9, Number 6 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 10, Number 3. The microfiche set is arranged in the following sequence: (1) A VT number list of those documents in the microfiche set for Volume 9, Number 6, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 134 672 CE 007 936

Porter, Harry L., Jr.

Comprehensive Erosion and Sediment Control Training Program for Engineers, Architects and Planners.

Virginia State Soil and Water Conservation Commission, Richmond, Va.

Spons Agency—National Association of Conservation Districts, Washington, D.C.

Pub Date—Mar 76

Contract—EPA-T-900556-01-0

Note—136p.; For related documents see CE 007 936 and CE 008 662-663

Available from—National Association of Conservation Districts Service Department, 408 East Main, League City, Texas 77573 ($2.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Architects, Behavioral Objectives, *Conservation (Environment), Course Content, Curriculum Guides, Engineers, *Land Use, Post Secondary Education, *Professional Training, *Soil Conservation, *Soil Science, *State Programs, Unit Plan

Identifiers—*Virginia

This program training text was designed to provide uniform instruction to the engineer, architect, planner, and others who will be helping to implement an erosion and sediment control program. Although tailored for use in Virginia, the basic principles covered are universal, and the material is adaptable to meet the needs in any State. The 11 units are grouped into four parts. Part 1 introduces Virginia's erosion problems, specific damages, costs, and the Erosion and Sediment Control Program. Part 2 covers the erosion and sedimentation process, soil loss prediction, channel erosion, and storm water management. Erosion control practices and principles and implementation of a control plan are presented in parts 3 and 4. A list of references is given for each part. Each unit in the program begins with a statement of the purpose and significance of the unit. The objectives for the unit are stated, followed by the subject matter content which may include outside references, background questions, or problems. Criterion questions enable the student to test himself. A summary answers the questions and briefly lists pertinent points. Photographs, charts, and drawings illustrate the text. Material to supplement the text is appended. Also cited is "The Virginia Erosion and Sediment Control Handbook," required as part of the subject content of the program. (Author/RG)

ED 134 675 CE 008 360

Waters, Kathleen A. Hanken, Mary Alice

The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973.

American Medical Record Association, Chicago, Ill.Seattle Univ., Wash.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—[74]

Note—65p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Education, *Articulation (Program), Associate Degrees, Bachelors Degrees, Career Ladders, *College Curriculum, Consortia, *Curriculum Design, Curriculum Planning, Health Occupations Education, Health Personnel, *Medical Record Technicians, Post Secondary Education, Regional Cooperation, Research Projects

Identifiers—Seattle University

Objectives of a 3-year articulation project were (1) to design and put into effect a curriculum for medical record personnel which would provide educational progression for associate arts degree medical record technicians to baccalaureate degree medical record administration programs, (2) to research, classify, and compare curriculum content of the technician and administration programs, (3) to develop classroom and laboratory instructional materials, (4) to identify medical record curriculum components compatible with other allied health curricula for development of core allied health courses, and (5) to inform those in the profession about the project and its relationship to their own programs. Project participants developed a plan with four major components: A consortium of medical record baccalaureate and associate arts degree programs in the northwest region, workshops, newsletters, and an advisory committee. The plan was to undertake the project at a regional level. The media included correspondence, research, development of guidelines for use in gathering and comparing information, and making a comparative study of a local community college medical record technician program with the Seattle University program. Curriculum revision did result from the project and a curriculum ladder has been implemented at Seattle University (SU). Medical record technicians who have associate arts degrees can transfer into the program and receive full credit for 90 hours of their associate arts degree work plus approximately 10 credits towards the 45 credit hours of the professional health information curriculum at SU. (Appended to the project report is a paper on current and future directions in medical record curriculum.) (WL)

ED 134 676 CE 008 399

Hochman, Irvin Pena, Raymond

Survey of Consumer Education and Survey of Opinions of Secondary School Administrators Regarding Proposed Criteria for Consumer Education Programs in New Jersey Public Schools.

Bergen Community Coll., Paramus, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—188p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Administrative Policy, *Administrator Attitudes, *Consumer Education, *Criteria, *Curriculum Development, Educational Research, Minority Groups, *Program Development, Program Evaluation, Questionnaires, School Surveys, Secondary Education, State Surveys, Statistical Data, Student Enrollment, Tables (Data)

Identifiers—*New Jersey

This study was designed to provide current information regarding the status of consumer education in New Jersey public secondary schools, to develop criteria for consumer education curricula and programs, and to assist in preservice and inservice training of teachers. Two questionnaires were used. The first, a status survey, contained 211 questions regarding aspects of consumer education programs. Significant response differences were noted among (1) various types of secondary schools, (2) schools that do not offer any consumer education; that offer separate courses only; that offer only consumer education components integrated in regular course offerings; and that offer both separate and integrated courses, and (3) schools with varying enrollments, annual expenditures per pupil, and percentages of minority students. The second questionnaire, a criteria survey, contained 18 criteria which were largely based on a review and synthesis of criteria and standards for consumer education programs already developed in a number of other States. Analysis of data included differences in the responses of various types of secondary schools. Results of both questionnaires are reported in tables and questionnaires are included in the appendix. (TA)

ED 134 677 CE 008 409

Williams, Michael J. And Others

A Curriculum Guide for Industrial Arts Activities for Children with Emotional Problems.

Central Connecticut State Coll., New Britain.

Pub Date—Jun 76

Note—79p.; Curriculum Guide developed by the Division of Technology of Central Connecticut State College

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, Educational Legislation, Elementary Education, *Emotionally Disturbed Children, *Industrial Arts, *Learning Activities, *Learning Characteristics, Psychomotor Skills, *Regular Class Placement, Remedial Instruction, *Skill Development, Special Education, Student Projects, Teaching Methods, Trade and Industrial Education

Identifiers—Connecticut

The course guide contained in this document was developed to provide industrial arts instructors with some understanding of emotional disturbances and remedial objectives which can be stressed with mainstreamed emotionally disturbed children through industrial arts activities. Major discussion centers on (1) laws, legislation, and regulations concerning special education; (2) the special child and his emotions; (3) teaching techniques at Wells Street School (Connecticut); (4) rehabilitation goals through industrial arts; (5) defense mechanisms of emotionally disturbed children; (6) an example of a pretest to allow the instructors to gain an understanding of the students and their knowledge levels; (7) project development, including description of the project method of assembly, tools and materials required, preparation, behavioral and remedial objectives, and diagrams; (8) tools and supply list; and (9) critique of the mainstreaming program at Wells Street School. A bibliography is appended. (TA)

ED 134 678 CE 008 413

Andrew, Barbara J. And Others

National Program for the Evaluation of Primary Care. Physician's Assistants. Final Report.

National Board of Medical Examiners, Philadelphia, Pa.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date—Jul 76

Contract—HRA-N01-AH-34031

Note—177p.; Parts of appendices will not be legible due to blurred trpe

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Certification, *Criterion Referenced Tests, Evaluation Methods, Interpersonal Competence, Measurement Techniques, Medical Education, National Competency Tests, Occupational Tests, *Physicians Assistants, Predictive Ability (Testing), Primary Health Care, Simulation, Statistical Analysis, *Test Construction, *Test Validity

This report of the development and validation of a criterion-referenced examination for physician's assistants contains an overview of phase 1 project activities (1972-74) and more detailed description and data on phase 2 activities (1975-76). The overview describes the rationale for the development of the examination. (It was the first certifying examination for health care professionals that was based on task analyses of health care functions–data gathering, analysis and interpretation, and medical and health care strategies–as opposed to curricular content.) Administration of the first National Certifying Examination for Primary Health Care Physician's Assistants in 1973, the validation studies of that exam, and the administration and statistical analyses of the 1974 exam are summarized in the overview. Phase 2 activities are described in detail in three sections: (1) A study of audiovisual simulation techniques for assessing interpersonal skills, (2) a validation study of the 1974 certifying examination involving medical record audits, and (3) an analysis of the 1975 certifying examination. Appendixes A, B, and C contain the audiovisual simulation materials which include the sample paper-pencil simulation, the interaction observation form, and the patient protocol form. Appendixes D and E contain the audit validation study materials, which include the sample audit criteria set and the instruction manual and sample abstracting form for record reviewers. References are provided. (TA)

ED 134 679 **CE 008 485**

Lambert, Roger H. And Others

A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—76

Note—38p.; For a related document see ED 123 839

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographics, *Curriculum Guides, Disadvantaged Youth, Emotionally Disturbed, *Handicapped, *Instructional Materials, Mentally Handicapped, Resource Guides, Resource Materials, *Special Education, Speech Handicapped, Visually Handicapped, *Vocational Education

Developed to encourage and support curriculum development and instructional activities in vocational education for handicapped and special students through identification of resources and materials, this bibliography lists over 300 citations. Citations are grouped under different code numbers which provide information about the document content. Each citation includes the title, author and-/or institutional source, address, date, number of pages, and the price (when possible). (WL)

ED 134 680 **CE 008 494**

Revised Recommendation Concerning Technical and Vocational Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—74

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Policy, Administrator Role, Adult Education, Continuous Learning, *Educational Administration, Educational Objectives, Educational Planning, *Educational Policy, Educational Strategies, *International Organizations, Learning Processes, Occupational Guidance, Standards, *Technical Education, Vocational Counseling, *Vocational Education, Vocational Education Teachers

The UNESCO (United Nations Education, Scientific, and Cultural Organization) revised recommendation setting forth general principles, goals, and guidelines concerning technical and vocational education (adopted by the General Conference at its 18th session in Paris, 19 November 1974) is presented under the following headings: (1) Technical and vocational education in relation to the educational process: objectives; (2) policy, planning, and administration; technical and vocational aspects of general education; (3) technical and vocational education as preparation for an occupational field (organization and program content); (4) technical and vocational education as continuing education; (5) guidance; (6) the teaching and learning processes: Methods and materials; (7) staff (teaching, administrative and guidance); and (8) international cooperation. (TA)

ED 134 681 **CE 008 517**

Lee, Connie W. And Others

Third Progress and Information Report of the Vocational-Technical Education Consortium of States.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions

Pub Date—Jul 76

Note—127p.; For related documents see CE 009 456-457

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Academic Standards, Administrative Organization, *Consortia, *Cooperative Planning, Educational Coordination, Models, Organization, *Performance Based Education, Program Descriptions, *Regional Programs, Research Projects, Technical Education, *Vocational Education

Identifiers—Vocational Technical Education Consortium States, V TECS

This description of major activities and accomplishments of the Vocational-Technical Education Consortium of the States (V-TECS) since the second progress report of May, 1975, is designed to provide the reader with a basic understanding of the processes and procedures used by the consortium in achieving its major goal: The production of catalogs of performance objectives, criterion-referenced measures, performance guides, and associated tool and equipment lists to serve as a basis for performance-based vocational-technical curriculum development. The report is divided into two sections: (1) The main part or narrative report and (2) a series of appendixes for those readers who want more detail on certain aspects of V-TECS. The narrative section includes six parts: (1) Introduction, (2) Organizational Structure (Southern Association of Colleges and Schools; Commission on Occupational Education Institutions; and V-TECS Board of Directors, Central Staff, and Technical Coordinators), (3) Methods and Procedures (the V-TECS model, training of State technical personnel, committee structure of the board of directors, and project survey results), (4) Project Status and Dissemination/-Diffusion Planning (project completion schedule, V-TECS computerized data banks, and State diffusion strategies), (5) Research Projects (results of project grant for computer systems development, feasibility study of applicability of V-TECS materials to handicapped learners, and project conference/symposium; proposals pending by V-TECS to USOE; and application of delphi technique for V-TECS long-range planning), and (6) Information for Membership in V-TECS (period of membership and process). The appendixes include Bylaws of V-TECS; Board of Directors, Alternates, and Technical Coordinators of V-TECS, and State Directors of Vocational Education in Member States; V-TECS Staff Resumes; Members of the Committees of the V-TECS Board of Directors and the Technical Coordinators Task Force; and Analysis of D.O.T. Job Titles by Project, July, 1976. (HD)

ED 134 682 **CE 008 618**

Morgan, Samuel D., Ed.

Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Roslyn, Virginia, April 11-14, 1976).

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—184p.

Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order No. CP-7, $3.00)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Administrative Organization, Administrator Attitudes, Administrator Role, *Advisory Committees, *Leadership Training, National Organizations, Post Secondary Education, *Program Development, Secondary Education, Seminars, State Agencies, State Boards of Education, *Vocational Education

Procedures used in planning the leadership development seminar and other information intended to be of use to State and national council members and other educational planners are presented in this report of a leadership development seminar for advisory councils on vocational education. Major objectives of the seminar are stated and include (1) identification and organization of the most prominent problems, concerns, and needs of State advisory councils on vocational education; (2) identification and sharing with all councils of the more successful procedures and practices being followed by State councils; (3) discovery, development, and sharing of new approaches and procedures for State advisory councils through use of consultants and experts; (4) acquisition of new ideas, procedures, and processes by State advisory council members and staff through simulation and group interaction; (5) development of leadership skill and greater confidence in handling the responsibilities of council members and staff; and (6) improved operation and higher level of success by State advisory councils as one result of seminar participation. Contents include conference inventory instruments, key points to remember in planning seminars, correspondence of different State advisory council members, committee reports, summary of advisory council recommendations, and other council related information. The participant list is appended. (SH)

ED 134 683 **CE 008 641**

Sjodahl, Lars

Choice of Aspects for Describing Work in Educational Planning. Didakometry. No. 51, August 1976.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date—Aug 76

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Critical Incidents Method, Curriculum Development, Educational Planning, Forestry Occupations, *Job Analysis, *Occupational Information, Rating Scales, *Reliability, *Research Methodology, *Task Analysis, Vocational Education

Criteria are proposed and discussed for the choice of descriptors to be used in developing task analyses for use in vocational educational planning. In order to examine the possibilities of achieving stable ratings in some suggested job aspects (categories), a work operation (shortwood logging) is analyzed into 17 units which in turn are described in 10 aspects by means of ratings from 140 forestry teachers in the Swedish gymnasium/school. Five of the 10 aspects (work aspects) refer directly to the job while the remaining five aspects (pedagogical aspects) concern the students' possibilities of receiving natural feedback in the learning situation. A profile is presented for each aspect showing the medians for all the 17 units. The structure of these profiles is shown to be more stable for the work aspects than for the pedagogical aspects when the size of the judging group is varied. The correlations between work aspects and their corresponding pedagogical aspects are found to be negative. The author concludes with a suggestion for the use of the results for educational planning. (Author/JT)

ED 134 684 **CE 008 662**

Porter, Harry L., Jr.

Comprehensive Erosion and Sediment Control Training Program for Job Superintendents and Inspectors.

Virginia State Soil and Water Conservation Commission, Richmond, Va.
Spons Agency—National Association of Conservation Districts, Washington, D.C.
Pub Date—Mar 76
Contract—EPA-T-900556-01-0
Note—69p.; For related documents see CE 007 936 and CE 008 662-663
Available from—National Association of Conservation Districts Service Department, 408 East Main, League City, Texas 77573 ($1.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Behavioral Objectives, *Conservation (Environment), Construction (Process), Course Content, Crew Leaders, *Inspection, Land Use, Post Secondary Education, *Soil Conservation, Soil Science, *State Programs, Supervisors, Unit Plan
Identifiers—*Virginia

One of two training program texts built around the Virginia Erosion and Sediment Control Law and Program, this guide presents a program designed to meet the needs of job superintendents and inspectors. (The other guide, containing a program for engineers, architects, and planners, was designed to train professional people who need engineering and technical information to plan and design control systems on land development projects.) In the program presented here the emphasis is changed from engineering and design to the fundamentals of good conservation practice application for persons who have responsibility on a construction project to see that erosion and sediment control measures are properly installed and functioning. The course is presented in four parts of two or three units each. Part I presents the Virginia program and defines erosion and its damages. Part II covers types of erosion and the characteristics of sedimentation processes. In part II the principles of erosion and sediment control, a control plan, and details of control practices are presented. Part IV describes the roles of the job superintendent and inspector. Each unit includes purpose and significance, content, questions, summary (including question answers), and references. The text is supplemented by figures and photographs. (MF)

ED 134 685 **CE 008 663**

Virginia Erosion and Sediment Control Handbook. Standards, Criteria and Guidelines.

Virginia State Soil and Water Conservation Commission, Richmond, Va.
Spons Agency—National Association of Conservation Districts, Washington, D.C.
Pub Date—Apr 74
Contract—EPA-T-900556-01-0
Note—305p.; For related documents see CE 007 936 and CE 008 662-663
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—*Conservation (Environment), Construction (Process), Design, Guidelines, Land Use, Natural Resources, *Plant Science, *Soil Conservation, *Soil Science, Specifications, State Legislation, *State Programs, *State Standards
Identifiers—*Virginia

Guidelines and technical standards for development of local erosion and sediment control programs and conservation standards to meet the goals established by the Virginia Erosion and Sediment Control law are presented in this handbook. Part I defines natural and manmade erosion, sedimentation, and the hazards of uncontrolled wear and damage to the land. Part II provides guidelines for erosion and sediment control planning and plans, submission of plans to local and State authorities, and activities which require approved plans. Comprising most of the handbook, part III contains standards and specifications for a variety of erosion and sediment control practices for use on construction sites and similarly disturbed areas. Control practices generally fall into two categories, vegetative and mechanical. Mechanical control practices include structural and material specifications for dikes, drains, outlets, grading, and other control methods. Vegetative practices to stabilize disturbed areas include plantings, seeding, sod, and other protection methods. Parts IV and V contain the Virginia Soil and Water Conservation Commission's requirements for State agency projects and for local control programs. The handbook also lists references and a glossary of representative terms used in conservation activities. Numerous tables, drawings, photographs, and figures supplement the information in the handbook. (MF)

ED 134 686 **CE 008 670**

Thomas, Hollie B. Boyett, Ray H.

Baseline Data for Teacher Education. Final Report.

Florida State Univ., Tallahassee. Program of Vocational Education.
Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee.
Pub Date—Jun 76
Note—145p.; Several pages may not reproduce well due to small, faint type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Educational Research, Educational Trends, *Inservice Teacher Education, Labor Supply, Manpower Needs, Models, *Preservice Education, Staff Improvement, Statewide Planning, Teacher Education, *Teacher Supply and Demand, *Technical Education, *Trend Analysis, *Vocational Education
Identifiers—Florida

The major purposes of this study were to (1) develop baseline data relative to the supply of and demand for vocational and technical education personnel by program area, level, and area of the State; (2) identify the availability of inservice and preservice programs for vocational and technical education personnel, and (3) analyze any discrepancies which may exist between the need for and the availability of programs including any unwarranted duplication of training efforts. Data was collected (through surveys) from public secondary schools; district directors of vocational education; community colleges regarding personnel recruitment policy, hiring policy, sources of personnel; preservice and inservice teacher education programs; and the utilization of teacher education institutions. Results showed that with one important exception, supply and demand for vocational and technical education personnel in Florida are fairly well balanced, and that current productivity of teacher education institutions in Florida is not creating an oversupply of vocational and technical teachers. The health and public service program area proved to be the one serious exception to the general finding of equilibrium between supply and demand forces. The study also indicated that (a) inservice programs are not distributed in proportion to vocational teaching personnel, (b) most inservice activities are of a professional rather than technical nature, (c) most inservice activities were offered for more than one vocational program area, and (d) funding for inservice activities was not equally distributed throughout the State. Questionnaires used in the study are appended. (HD)

ED 134 687 **CE 008 678**

Rehabilitation of the Handicapped Programs, 1976. Hearings before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, Second Session on Oversight Hearings on Rehabilitation of the Handicapped Programs and the Implementation of Same by Agencies under the Rehabilitation Act of 1973. Part 1. February 20, 23, 24, 26; March 30, 1976.

Pub Date—76
Note—627p.; Not available in hard copy due to small type in parts of document
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrator Role, Federal Aid, *Federal Legislation, Federal Programs, *Handicapped, Human Services, Mentally Handicapped, Physically Handicapped, Policy Formation, Post Secondary Education, Professional Associations, *Program Administration, *Program Effectiveness, Program Planning, Rehabilitation, Rehabilitation Programs, Special Education, Standards, Vocational Education, *Vocational Rehabilitation, Wages
Identifiers—Rehabilitation Act of 1973

The full texts of all prepared statements and supplemental materials presented during five days of oversight hearings held on rehabilitation of the handicapped programs and implementation of these programs by agencies under the Rehabilitation Act of 1973 are contained in this document. Statements are made by (1) State and local directors and other representatives of various institutions and organizations for the physically and mentally handicapped, and (2) representatives from State departments of education, Federal agencies, State and national advisory councils, and various professional organizations. The statements, exhibits, and panel discussions present national, local, and institutional concerns regarding the conditions of rehabilitation programs for the handicapped. Additional information is included in the form of articles, publications, official communications, questions and answers, and selected tables. (TA)

ED 134 688 **CE 008 685**

Lewis, Wiley B.

Vocational Educators' Perceptions of Curriculum Materials Development. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date—13 Aug 76
Note—99p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Administrator Attitudes, Agency Role, *Curriculum Development, Educational Research, *Educational Responsibility, Instructional Materials, *Material Development, Planning, Post Secondary Education, Questionnaires, Secondary Education, Statewide Planning, Surveys, *Teacher Attitudes, *Vocational Education, Vocational Education Teachers
Identifiers—Colorado

This study was designed to answer questions concerning how State-level efforts related to the development of vocational education curriculum materials should be conducted, by whom, and through what means. A review of relevant literature and materials was initiated, and questionnaires and interviews were used to gather additional information from local vocational directors, local administrators, vocational teacher educators, and State Board for Community Colleges and Occupational Education (SBCCOE) staff in Colorado. Tables supplement the findings, which are discussed under the following topics: State level curriculum materials development efforts; agencies responsible for vocational education curriculum materials development; importance of selected activities funded by the SBCCOE; importance of specific activities in any Colorado vocational education curriculum materials development effort; types of vocational education curriculum materials; agencies with primary responsibility for preparing specific products; individuals with primary responsibility for preparing specific products; importance of the audiences for whom vocational education curriculum materials should be developed; importance of curriculum materials development activities which should receive State funds if limited financial resources exist; and agencies which should serve as a centralized coordinating location. Conclusions and recommendations are presented along with the following implications: (1) Additional State level support should be made available to the curriculum materials development, (2) vocational educators must be organized into a cohesive support group. (3) a curriculum materials development system shouid be designed and implemented, and (4) education related to curriculum materials development is and will continue to be important. (SH)

ED 134 689 CE 008 692

Calhoun, Calfrey C. Finch, Alton V.

Vocational and Career Education: Concepts and Operations.

Pub Date—76

Note—493p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California, 90002 ($13.95)

Document Not Available from EDRS.

Descriptors—*Career Education, Curriculum Design, Definitions, Educational Administration, Educational Change, Educational Development, Educational Finance, *Educational History, *Educational Philosophy, Educational Policy, Educational Practice, Educational Theories, Educational Trends, *Foundations of Education, Needs Assessment, Occupational Guidance, Organization, Program Evaluation, Research Problems, State Federal Aid, Technical Education, Textbooks, Vocational Counseling, *Vocational Education, Vocational Education Teachers

Designed particularly for use in undergraduate and graduate courses in principles, history, and philosophy of vocational education and vocational career development, this text is also suggested by the editors for use in inservice teacher education classes in foundations of vocational education, vocational counseling and development, history and philosophy of vocational education, and vocational career development. While viewing vocational education as a component of career education, the authors bring the two together to show their conceptual and operational relationships. The text is divided into three major parts: (1) Conceptual Dimensions of Existing and Emerging Career-Related Programs; (2) Career Development: An Expanding Emphasis in Education, and (3), Operational Dimensions of Vocational Education as a Component of Career Education. Chapter headings are Personal-Societal Needs and Vocational Education; Historical Perspective of Vocational-Technical Education; Factors Influencing Varied Aspects of Vocational-Technical Education; Relationship of Vocational Education to Other Educational Emphases; Theory and Design of Career Education; Implementing Career Education: Issues, Problems, and Needs; Career Guidance in Vocational Education; Institutions Providing Vocational-Technical Education; Organization of Vocational and Technical Education; Curriculum Structure and Strategy in Vocational Education; Research and Vocational-Technical Education; State and Federal Support for Vocational Education; Public Relations for Vocational-Technical Education; and Evaluation in Vocational-Technical Education. Appendix A contains a sample needs assessment instrument and appendix B contains a sample course evaluation form. (TA)

ED 134 690 CE 008 705

The Evaluation of Vocational Training. Report of a Seminar (University of Manchester, United Kingdom, January 1975).

Commission des Communautes Europeennes (Luxembourg).

Pub Date—Dec 75

Note—145p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Cost Effectiveness, Employment Opportunities, Evaluation Criteria, Evaluation Methods, Foreign Countries, Human Resources, Institutional Role, *Job Training, Manpower Utilization, Program Effectiveness, *Program Evaluation, Seminars, Systems Analysis, *Training Objectives, *Vocational Education

Identifiers—Europe, United Kingdom

Based on the working papers and the results of seminar discussions on the evaluation of vocational education in various European countries, this volume summarizes current European thinking on the evaluation of training programs. Chapter 1 describes and defines the different levels of analysis which can be used in evaluation: analysis in the domains of socioeconomic policy, manpower policy, training policy, and evaluation within the training program itself. Chapter 2 deals with evaluation within the various domains, i.e., the evaluation of training programs. Chapter 3 covers evaluation within the training programs, e.g., the assessment of trainees and of teaching methods. Chapter 4 discusses cost benefit analysis techniques as applied to vocational training. Chapter 5 presents an overview of evaluation and its practical implementation. A number of papers follow the overview given in each chapter, selected to give practical examples of the theoretical discussion. (JT)

ED 134 691 CE 008 720

Nafziger, Dean H. Hiscox, Michael D.

A Survey of Occupational Licensing and Certification Procedures.

Pub Date—Apr 76

Note—11p.; Paper presented at the National Council on Measurement in Education Annual Meeting, (San Francisco, California, April 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Policy, *Certification, Correspondence Study, Educational Certificates, Home Study, *Independent Study, National Surveys, *Occupational Tests, *Occupations, State Licensing Boards, State Standards, *Testing Programs

A study was conducted to determine the licensing and certification procedures for major State and national agencies and occupational governing bodies throughout the country. The project focused on two objectives: (1) Compilation of self-study programs leading directly to certification or licensing, and (2) development of general and specific information about licensing and certification procedures for those occupations in which vocational competence is determined through examination. The survey was conducted by mail, soliciting information on both independent study courses leading to licensure or certification and the licensure or certification procedures themselves. Information was solicited from State governmental agencies, home study schools, colleges and universities, companies, labor organizations, professional and trade organizations, and other groups and individuals. The most consistent finding was the general inconsistency among both licensing and certification agencies across States in their procedures, policies of reciprocity, and prerequisites. Information collected showed a disarray of licensing and certification procedures and policies that must be seen as impenetrable to those seeking direct ways of demonstrating their occupational competence. Evaluation of the information collected revealed that very few independent study courses lead to recognition of achievement through award of certificate, license, or academic degree. Tentative conclusions derived from the project work are discussed in detail. (TA)

ED 134 692 CE 008 732

White, Donald K.

Continuing Education in Management for Health Care Personnel. A Second Opinion.

Hospital Research and Educational Trust, Chicago, Ill.

Pub Date—75

Note—54p.

Available from—Hospital Research and Education Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 (HRET Catalog Number 9152, $5.00)

Document Not Available from EDRS.

Descriptors—*Continuous Learning, *Health Personnel, *Health Services, Management, *Management Education, *Program Effectiveness, Program Evaluation, State Programs

Results are reported of an intensive evaluation of a statewide continuing education program in health care management based on interviews with program participants, their supervisors, and the administrators of their institutions. Focus is not how much knowledge was conveyed, but on how widely learning was reflected in improved management effectiveness on the job. Findings and recommendations are intended to offer practical assistance to persons organizing educational programs and to educators in health-related disciplines. There are six chapters: (1) A discussion of the research methods used, including descriptions of the survey and interview techniques and of the questionnaire, (2) an analysis of the interview findings and a summary of the main points made by the persons interviewed, (3) general conclusions, identifying the main tasks toward which new efforts should be aimed, and offering recommendations regarding training needs, telelectures, college courses, traveling workshops, and the role of the parent facility, (4) specific recommendations regarding the objectives and content of programs of continuing education in management and an outline of a model curriculum, (5) a guide to teaching methods appropriate for the model curriculum–lectures, visits, readings, audiovisual materials, learning-by-doing and group exercises, case studies, and practical applications on the job, and (6) recommendations on ways in which a health facility can provide an effective learning environment and an outline of the training responsibilities of administrators. (WL)

ED 134 693 CE 008 788

Drummond, Bob And Others

A Study of the Relationships Between Student Characteristics, "Success" and Course of Study in Selected Voc-Tech Training Programs. Research and Development Series No. C/74-1.

Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[75]

Note—102p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, *Career Choice, Educational Research, Personal Values, *Predictive Ability (Testing), Senior High Schools, Student Attitudes, *Student Characteristics, *Success Factors, Vocational Development, *Vocational Education, Vocational Interests

A study concerned with the validity of using test data as predictors of student success in various vocational education programs focused on description of the student group in terms of selected variables and on an investigation of the similarities and differences of the groups. Subjects were 519 students representing 12 programs of study (with greatest representations coming from auto mechanics, building trades, and electricity/electronics) from six vocational centers in Maine. Three types of data were gathered: (1) Information about program of enrollment, expected job, retrospective vocational aspirations, and feelings about school gathered by an eight-item questionnaire developed by the authors and completed by the subjects; (2) indicators of academic and intellectual abilities (grade averages and scores on an ability test administered in conjunction with the project); and (3) standardized measures of interests, values, and attitudes related to career development gathered with the Work Values Inventory (WVI), the Ohio Vocational Interest Survey (OVIS), and the Career Maturity Inventory (CMI). Results were found to support the hypothesis that standardized tests differentiate among students in various vocational training programs. It is also concluded that intensive longitudinal studies are essential to a fuller and more useful understanding of the relationship between student characteristics and salient outcomes of education. (The report includes presentation and discussion of all the study's findings.) (LAS)

ED 134 695 **CE 008 839**

Stein, John Hollister

Paralegals: A Resource for Public Defenders and Correctional Services. Prescriptive Package.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—Dec 76

Contract—74-NI-99-0061

Note—161p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 027-000-00399-1, $2.35)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrator Guides, *Criminal Law, Human Services, *Job Development, Job Training, *Legal Assistants, Occupational Information, *Paraprofessional Personnel, *Personnel Selection, Program Descriptions, *Program Development, Recruitment, Resource Guides, Staff Role, Staff Utilization

Addressed to leaders of defender offices and inmate legal services programs, this document provides information with which to implement the paralegal concept. Stated objectives of the manual are as follows: (1) To tell administrators where successful projects are, (2) to steer administrators to other sources of information, (3) to describe optimum paralegal roles in defender offices and corrections legal services programs, and (4) to describe methods for hiring, training, and supervising paralegals. Chapter 2 of the manual covers defender paralegal services from arrest through appeals. Chapter 3 deals with paralegal services for correctional inmates and covers a broad body of criminal, civil, and administrative law. Chapter 4 discusses guidelines in planning to use paralegals, and chapter 5 discusses training new paralegals. Appendixes comprise approximately two thirds of the manual and are titled Excerpts from "The Trial Assistants' Manual" Metropolitan (Portland) Public Defender); Excerpts from the Paralegal Manual Prisoners' Rights Project (Massachusetts); A "Defender/Corrections Aide Career Lattice"; The "Paralegal Specialist Series," United States Civil Service Commission; Institutions Providing Educational or Training Programs for Paralegals; and Opening New Case Files: The "Client Information Form" and the "Multi-Processor Form." (TA)

ED 134 696 **CE 008 846**

Motorcycle Training for California Driver Licensing Personnel. Final Report.

California State Dept. of Motor Vehicles, Sacramento.

Spons Agency—California State Office of Traffic Safety, Sacramento.; National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date—Dec 74

Note—79p.; Project conducted by the Division of Field Office Operation

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Driver Education, *Examiners, Institutes (Training Programs), Motor Vehicles, Performance Tests, *Program Development, Staff Improvement, State Programs, *Test Construction, *Traffic Safety, Training Objectives, Training Techniques

Identifiers—California, *Motorcycles

The development of a 6-hour motorcycle course of instruction for personnel responsible for motorcycle licensing is described in this project report. The primary goals are stated and include (1) training driver licensing personnel in motorcycle safety and principles of operation, and (2) purchasing and installing appropriate motorcycle skill testing equipment, i.e., traffic cones and paint to adequately lay out the skill course. Part 1 of the report covers project development. Part 2 presents the training course, including work plan, specific task elements, classroom training procedures, and field training procedures (hands-on phase). Part 3 reports on the development of motorcycle skill and road test system. .Pre- and posttest results and participant evaluation of the training course are included. Project costs are also briefly discussed. Appendix A contains the course outline. Specifications for setting up the motorcycle skill course and for administering the skill test are included in appendix B. Appendix C presents the breakdown of the statewide training schedule and map of training locations. Appendix D contains the breakdown of motorcycle skill tests administered by each office statewide. Appendix E presents distribution of responses for pre- and posttests, and for evaluations. (TA)

ED 134 697 **CE 009 167**

Grimes, Vici Chesser, Jerald

Food Service: Production and Service.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—76

Note—956p.; Best copy available

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1515 West Sixth Avenue, Stillwater, Oklahoma ($19.00)

EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Objectives, Curriculum Guides, Equipment, *Food Handling Facilities, *Food Service, *Food Service Occupations, *Foods Instruction, Instructional Materials, *Job Skills, Occupational Home Economics, Safety, Sanitation, Secondary Education, Supervisory Activities, *Unit Plan, Vocational Education

Instructional materials in the area of food service are presented in nine sections, each containing two or more units of instruction: Orientation, equipment, safety, sanitation, production, service, purchasing, menu planning, and supervision. The instructional materials are written in terms of student performance using measurable objectives. Criterion-referenced evaluation instruments are provided to measure student progress. Each unit contains objectives, suggested activities, instructional materials, and references. Information sheets, transparency masters, assignment and/or job sheets, and criterion tests are included. Drawings and photographs of equipment, utensils, processes, and products supplement the units. (MF)

ED 134 698 **CE 009 178**

Woodward, Robert L. Myers, Norman L.

Industrial Arts Power Mechanics. Applying Scientific Principles to Power, Energy, Force. Instructional Units.

California State Dept. of Education, Sacramento.

Pub Date—70

Note—145p.; Project conducted under National Defense Education Act of 1958, Public Law 864 of the 85th Congress

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Curriculum Guides, *Industrial Arts, Industrial Technology, Instructional Materials, *Power Mechanics, Science Instruction, Secondary Education, Trade and Industrial Education, *Units of Study (Subject Fields)

The instructional units and related materials in this guide are designed to assist in the preparation of courses of study/instruction in (1) power mechanics specifically, (2) power mechanics which serve as introductory courses in other areas of industrial arts, and (3) automotive mechanics which also cover the broader aspects of power mechanics. Each unit presents a broad coverage of the topic indicated by its title, covers the scientific principle involved, suggests methods of applications of the technical and scientific information, and lists selected references to further technical and scientific information. These references are keyed by numbers in parentheses to the complete list of selected references at the end. There are 40 units presented under seven section headings: (1) Natural Power (muscle power, waterwheels, windmills, heat collectors, and solar stills); (2) Mechanical Power (simple and compound machines, lubrication, springs, clutches, and dynamometers), (3) Steam Power (steam engines and turbines), (4) Thermal Power (high-energy rate forming, powder-actuated tools, jet and rocket engines, gasoline testing, carburetion, two- and four-cycle engines, wankel engines, thermostats, and welding processes), (5) Electrical Power (dry cells: primary cells, storage batteries: secondary cells, generation of electricity, transmission of electric power, transformers, spark plugs, ignition systems, electric motors, fuel cells, photoelectric cells, and semiconductor power rectifiers), (6) Hydraulic Power (jacks and presses, machine tools, braking systems, fuel pumps, power steering, and air conditioners), and (7) Pneumatic Power (air-powered tools, spray guns, and vacuum pumps). Appendix A presents a relatively brief course outline for industrial arts power mechanics, and appendix B a comprehensive course outline for industrial arts automotive mechanics. Appendix C contains terminology on the storage battery. Appendix D is assignment sheets. (JT)

ED 134 699 **CE 009 216**

Fairbanks, Dwight W.

Career Exploration/Industrial Arts (Student Managed Learning). An Adopter's Guide Referenced in "Promising Practices in Oregon Education, 1975."

Albany Union High School District No. 8J, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—Jul 75

Note—512p.; Best copy available

Available from—Albany Union High School-8J, 2310 South Elm, Albany, Oregon 97321 ($13.50)

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Descriptors—Career Education, *Career Exploration, Facility Requirements, Flexible Classrooms, Independent Study, *Industrial Arts, Industrial Education, Junior High Schools, Middle Schools, Program Development, Program Guides, *Program Planning, Recordkeeping, *School Shops, Secondary Education, *Self Directed Classrooms, *Shop Curriculum, Student Projects, Student Records, Student Responsibility, Worksheets

Identifiers—Oregon

The Career Exploration/Industrial Arts program guide is based on experiences at two Oregon junior high schools. The program is unique in two respects: the learning is student-managed and the facility is a general open shop in which students plan and develop projects in a variety of activity areas. Student management consists of a notebook kept by each student of his activities and progress, allowing student experience in setting and achieving goals and in accounting for expenses. This system also saves many hours of recordkeeping for the instructor and provides for periodic assessment of students' work. Student-managed learning is reinforced through self-instruction when feasible. The open shop facility accommodates wood, metals, and drafting areas plus a range of other activities. Each activity area is self-contained with all tools, supplies, and instructional materials for the area. The open facility also increases opportunities for career exploration. The first third of the volume includes information on establishing such a facility by remodeling, new construction, and furnishing and installation. The second third consists of a series of worksheets for planning special projects. Appendixes, the last third, contain plan sheets for 10 basic project areas and student management system forms. (MF)

ED 134 700 CE 009 302

McCaslin, N. L. And Others

An Evaluation of the Resource Development Unit of the Kentucky Bureau of Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Kentucky Research Coordinating Unit, Lexington.

Pub Date—1 Jul 76

Note—166p.; Several pages may not reproduce well due to faint, small type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Educational Research, Information Dissemination, Program Administration, *Program Effectiveness, Program Evaluation, *Research Coordinating Units, Research Projects, *Research Utilization, State Programs, Surveys, *Vocational Education

Identifiers—Kentucky

The overall objective of the project described in this report was to assess the impact of research, exemplary projects, and associated technical services, sponsored by Kentucky's Research Development Unit (RDU), on Kentucky vocational education during the 1970 through 1975 period. Six major sections are included. The introduction presents an overview of the project and background information, and a review of other RDU evaluation studies. The second section explains the basic problem under consideration during the project's evaluation study and details the ten specific objectives which it accomplished. It also details the study's intent, objectives, constraints, and strengths. The third section explains the study's methodology, which included the following five major activities: (1) The identification of all research and development projects sponsored by the RDU during the 5-year period, (2) the development of a classification scheme for categorizing all RDU funded projects, (3) the development and administration of two surveys designed to help assess the impact of the RDU, (4) onsite visits to five projects, and (5) a 3-day onsite evaluation of the RDU by three project staff members and two outside consultants. Section four describes the results. Section five and six respectively present the conclusions and recommendations generated by the study. Finally, the appendixes contain the instrumentation associated with the study's data collection efforts. (HD)

ED 134 701 CE 009 303

Moore, James E.

Two Hour Vocational Classes at the Laurel County Area Vocational School. Final Report.

Kentucky Vocational Education Region 13, Barbourville.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—63p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Curriculum Development, Data Analysis, *Interinstitutional Cooperation, Post Secondary Education, Research Projects, Secondary Education, *Time Blocks, *Vocational Education

Identifiers—Kentucky

This developmental project with a research component was initiated at the Laurel County Vocational School with the major objective of determining if 2-hour instructional blocks could be operated in programs enrolling only secondary students. Subobjectives involved data gathering and statistical analyses on (1) student achievement, (2) ratings of instruction/instructors by students, and (3) ratings of performance of various factors by teachers. During the 1973-74 school year, class schedules were changed from three hours to two hours in length in the instructional areas of automotive mechanics, carpentry, drafting, industrial electricity, and air conditioning/refrigeration. Major concerns included scheduling problems between the county high school and the vocational school, the increased work load of the vocational school staff, and equipment use and repair necessitated by enrollment of new students. The overall conclusion was that the five program areas offered can be taught on the 2-hour block. The teacher's attitudes remained stable overall. Evaluations of teachers and instruction by students did not vary significantly even though the five program area teachers' ratings were not exactly alike. Student achievement was overall acceptable with significant increases in achievement test scores being noted. Although no specific products were developed as part of the project, other schools would be offered available information and assistance in revision of their traditional 3-hour programs. (HD)

ED 134 702 CE 009 313

Extending and Expanding Vocational Experiences: Proceedings of a Mini-Conference (Frankfort, Kentucky, May 18, 1976).

Kentucky Research Coordinating Unit, Lexington.

Pub Date—Jul 76

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, *Career Exploration, Career Planning, Conference Reports, Counselor Functions, *Curriculum Development, Disadvantaged Youth, Guidance Programs, Handicapped Students, Junior High Schools, Mentally Handicapped, *Occupational Guidance, Program Descriptions, *Program Development, Regular Class Placement, Secondary Education, *Special Education, Vocational Education, Work Experience Programs

Identifiers—Kentucky

Excerpts and summaries of project reports presented at a 1-day seminar for educational researchers and vocational educators are included in this booklet. Project reports covered are (1) The Hardin County Research Project for Expanding the Present Vocational Experience Curriculum, which describes the occupational work orientation and exploration program for educable mentally handicapped and disadvantaged youth in secondary schools (grades 9-12). The report includes discussion of a basic skills resource room, technical simulation unit, guidance and counseling, objectives, internal evaluation of the curriculum, development of the crew survey, and summary of project results and benefits. Forms used in the project are included; (2) The Rowan County Experiential Field Consortium Project, which describes a career guidance program established around 15 occupational clusters and incorporating a work experience program with planned educational objectives, and (3) A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils, which sought to determine if educational and career choices could be facilitated with an intensive guidance program and an exposure to several career fields. (TA)

ED 134 703 CE 009 314

List, Frank A.

A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report.

Owensboro Public Schools, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—Jun 76

Note—19p.; For a related document see ED 115 949

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Exploration, Curriculum Development, *Interinstitutional Cooperation, *Mass Media, *Program Development, Radio, Secondary Education, Television, Vocational Education

Identifiers—Kentucky

In order to offer students guidance about the rapidly increasing field of communications, Apollo High School developed a cooperative radio and television communication program to be added to the English curriculum. The objectives of the project were (1) to utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school course in radio-television communications, (2) to instruct students in the fundamentals of radio and television, from both technical and editorial viewpoints, and (3) to give students opportunities to explore mass communication careers–their strengths and weaknesses. Although some problems occurred involving use of local media services and school staff changes, the project resulted in a large number of students showing interest in a career in communications; enrollment in the English course also increased. This report includes a full description of the project methods and results, dissemination activities, inventory of equipment used, a curriculum guide, course outline, sample class log, and sample daily equipment schedule. (HD)

ED 134 704 CE 009 320

Lenihan, Kenneth J.

Unlocking the Second Gate: The Role of Financial Assistance in Reducing Recidivism Among Ex-Prisoners. R&D Monograph 45.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Note—74p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adjustment (to Environment), *Behavior Change, Case Studies, Experimental Programs, *Financial Support, Job Placement, *Prisoners, Program Descriptions, *Program Development, *Recidivism, Research, Social Factors

Identifiers—Maryland, Maryland (Baltimore)

This report describes an experiment carried out in Baltimore between 1971 and 1974 which was designed to determine, using 432 ex-prison inmates, whether small amounts of financial aid would reduce recidivism among high-risk offenders recently released from prison. The opening section outlines the rationale for financial aid, the research design, the characteristics of the participants, and the urban setting in which they lived. The second section assesses the influence of financial aid and employment assistance on different types of postrelease behavior. Reflecting a review of court records, as well as the results of prerelease and monthly postrelease interviews, this section explores first- and second-year arrest and conviction rates, employment experience, and the contrasting lifestyles of financial aid recipients and nonrecipients. The third section provides three composite portraits of "typical" participants and traces their experiences in the 13 weeks following release. The final section offers a summary analysis and some concluding observations concerning the possible role of financial aid in reducing the economic and social costs of criminal recidivism. The appendixes combine the research design and a sample prerelease interview form. (HD)

ED 134 706 CE 009 334

Decentralized Health Professional Education: Evaluation of Decentralized and Regionalized Health Professional Education Programs. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No.—G-55.1

Pub Date—31 Dec 75

Contract—HRA-230-75-0079

Note—46p.; Prepared for the Office of Plannign, Evaluation and Legislation, Health Resources Administration

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Decentralization, Delivery Systems, Evaluation Criteria, Federal Programs, *Geographic Distribution, *Government Role, Health Personnel, Manpower Utilization, Medical Education, *Medical Services, *Professional Personnel, *Program Evaluation, Program Planning, Regional Programs

This paper focuses on decentralized and regionalized health professional education programs (D/R HPEPs) as a means of affecting the health manpower distribution problem. The discussion is intended to serve as background material for the development of a plan to evaluate D/R HPEPs. The ideas and observations presented are drawn from conference proceedings and prepared papers of Health Resources Administration staff and members of the Advisory Group on Evaluation of D/R HPEPs. The first part of the paper deals with descriptive aspects of D/R HPEPs. Four major topics are covered: The D/R HPEP Concept, Types of D/R HPEP's, Goals and Objectives of D/R HPEP's, and D/R HPEP Activities. The latter part of the paper deals with evaluation concerns including reasons for evaluating D/R HPEP's and issues which must be considered in designing an evaluation. (HD)

ED 134 707 CE 009 339

McCracken, J. David, Comp.

Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—76

Note—144p.; For related documents see ED 110 660 and ED 114 635

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Farmer Education, Adult Programs, Adult Vocational Education, Agribusiness, Agricultural Colleges, *Agricultural Education, *Agricultural Occupations, Developing Nations, Educational Development, *Educational Research, *Extension Education, Instructional Materials, Job Skills, *Program Evaluation, Research Reviews (Publications), *Vocational Agriculture Teachers, Vocational Education

Identifiers—United States

This second annual national compilation of agricultural education research and development activities includes abstracts of studies completed from July 1, 1975, to June 30, 1976. Represented in the studies are 89 masters theses, 47 doctoral dissertations, 2 specialist papers, and 31 staff research studies. The 169 studies are arranged alphabetically by State and alphabetically by author within States. A subject index, using ERIC (Educational Resources Information Center) descriptors, is used. Each summary is presented in a three-part organizational style which includes purpose, method, and findings. The report includes the name of the author of the 1976-1977 compilation. Also included and arranged alphabetically by State are 92 studies reported in progress during 1976-1977. A table is appended which lists ED (ERIC Document) numbers for previous summaries of studies in agricultural education (1968-1974). (LAS)

ED 134 708 CE 009 340

Wolfbein, Seymour L., Ed.

Labor Market Information for Youths.

Temple Univ., Philadelphia, Pa. School of Business Administration.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—75

Note—260p.

Available from—Temple University, Philadelphia, Pennsylvania 19122 ($7.95)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Career Education, Educational Experience, Employment, Employment Opportunities, *Employment Projections, *Information Systems, Job Market, *Labor Market, National Demography, *Occupational Information, State Programs, *Unemployment, *Youth Employment

Identifiers—California, Oregon, United States

This volume brings together the thirteen papers delivered at the Conference on Improving Labor Market Information for Youth, conducted by the U.S. Department of Labor and Temple University in 1974. The papers focus on assessing the role of labor market information in the process of helping to endow young people with what they need to transact with the school-work connection. The beginning papers discuss several of the issues surrounding high unemployment among youth, followed by a factual review of where the United States is and where it is expected to be in the immediate years ahead in some important dimensions of the population, labor force, and employment trends relating to youth. The latter series of papers contain a discussion of the potentialities of improving labor market information for young people, not only in the kind of information but in the manner in which it is made available. Titles of the papers are "The Rites of Passage," "Approaches to the Transition from School to Work," "New Developments in Career Education: A National Perspective," "Proposal for Educational Work Experience," "The New Worker–Implications of Demographic Trends," "Youth Employment and Career Entry," "Youth Employment Opportunities: Changes in the Relative Position of College and High School Graduates," "Improved Labor Market Information and Career Choice: Issues in Program Evaluation," "Improved Job Information: Its Impact on Long-Run Labor Market Experience," "Occupational Data: The Foundation of a Labor Market Information System," "Application of Information Systems to Career and Job Choice," "The California Experience," and "Organization of a Career Information System: The Oregon Approach." (SH)

ED 134 710 CE 009 347

Michelotti, Kopp

Educational Attainment of Workers, March 1976. Special Labor Force Report 193.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—76

Note—26p.

Available from—Office of Current Employment Analysis, Bureau of Labor Statistics, U.S. Department of Labor, Washington, D. C. 20212

Document Not Available from EDRS.

Descriptors—*Census Figures, *Educational Experience, Females, *Labor Force, Males, Minority Groups, *Occupational Surveys, Racial Differences, Sex Differences

Identifiers—United States

The number of workers, which includes persons 16 years of age and older in the civilian noninstitutional population, with specified amounts of education and average years of school completed by age, sex, race, and employment status is shown in this report. (It is based primarily on information from the Current Population Survey, conducted and tabulated for the Bureau of Labor Force Statistics by the Bureau of the Census.) After brief discussions about the labor force activity in 1976, changes in educational attainment–1966-1976, and education and occupation, five summary tables show comparative information on employment status, labor force participation rates, unemployment rates, educational attainment, and different occupational groups. The two appendixes cover the majority of the report. Appendix A defines or explains different terms and concepts used in the report; appendix B presents 14 tables comparing various aspects of the labor force in relation to educational level. (SH)

ED 134 711 CE 009 349

Norrblom, Eva M.

The Returns to Military and Civilian Training.

Rand Corp., Santa Monica, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—R-1900-ARPA

Pub Date—Jul 76

Contract—DAHC15-73-C-0181

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Comparative Analysis, *Educational Experience, *Employment Opportunities, Labor Force, Military Personnel, *Military Training, On the Job Training, *Productivity, Research, *Veterans, Vocational Education, *Wages, *Work Experience

Identifiers—*Civilians

This report examines the economic effects of formal military vocational training and on-the-job training acquired while working in a military specialty. The hypothesis advanced is that investments in different types of military training have a significant effect on productivity and thus on wages if individuals are employed in civilian occupations in which they are able to use skills acquired during their military services. The findings of the study support the economic and statistical significance of military training in explaining differences in the postservice wages of separates. (Formal vocational training in the military tends to have a significantly positive effect on postservice wages if individuals enter civilian occupations related to their military specialties. On the other hand, on-the-job training in military specialties parallel to the current civilian occupations of separatees does not have a significantly positive effect on the postservice opportunities of separatees.) The report also offers evidence on several related issues. Using data on the type and amount of both civilian and military formal and informal vocational training acquired by individuals in the sample, the study evaluates the extent to which the returns to various types of training were overestimated or underestimated by previous studies. The appendixes provide information on sample selection and data, characteristics of separatees by employment status, and characteristics of separatees by occupational groups. A selected bibliography is also included. (WL)

ED 134 712 CE 009 354

Dunning, Bruce B.

Aspects of Vouchered WIN Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0335-5

Pub Date—Oct 76

Contract—51-11-73-02

Note—65p.; For related documents see UD 016 675 and ED 114 916

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Comparative Analysis, Educational Experience, *Education Vouchers, Feasibility Studies, Interviews, *Participant Satisfaction, Post Secondary Education, Private Schools, Public Schools, *Student Evaluation of Teacher Performance, Student Needs, *Student Opinion, Trainees, Vocational Education, *Vocational Schools

Identifiers—*Oregon (Portland), *Work Incentive Program

As part of a program to test the feasibility of vouchering institutional vocational training in the Work Incentive Program (WIN) in Portland, Oregon, previous findings from a March, 1975 study of 27 public and private schools in which WIN participants were enrolled were checked against the experiences of 113 students surveyed in the summer and fall of 1975, after they had completed or left the program. (Selected data from interviews with vouchered trainees are presented on such areas as admission procedures, counseling and guidance, placement assistance, evaluation of instructional staff, and overall satisfaction.) In both the public and private schools the majority of the students indicated that they did not have the bad experiences sometimes encountered by vocational trainees, gave their instructors relatively high ratings, and were either highly or moderately satisfied with their training. The conclusions of the earlier study are essentially supported, although the data reflect some weaknesses of the private relative to the public schools. Private schools were rated slightly lower by the students, largely due to unfulfilled expectations from private recruitment practices and advertising. It also appears that private schools need to upgrade the quality of their instructional staffs. An executive summary of the earlier school report is appended. (MF)

ED 134 713 CE 009 360

Title XX and CETA. A Coordination Guide for Title XX Administrators.

Urban Management Consultants of San Francisco, Inc., Calif.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Manpower.

Pub Date—Mar 76

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, *Cooperative Programs, *Employment Services, Federal Legislation, Federal Programs, Guidelines, *Job Training, Program Administration, *Program Coordination, Social Agencies, *Social Services

Identifiers—Comprehensive Employment and Training Act, Social Security Act Title XX

Written for the social service (Title XX) administrator at the State or sub-State level, this guide is intended to serve four major purposes: (1) Provide selected insights into what the Comprehensive Employment and Training Act (CETA) is and how it works; (2) point out potential areas for coordination which, from study or field experience, hold the promise of benefit to the clients and administrators both CETA and social services; (3) present a brief and practical analytical framework for identifying other arrangements; and (4) review the key management techniques that have proven their value in negotiation and implementation of Title XX/CETA coordination projects. Major topics include a summary of CETA provisions and Title XX program comparisons, some specific suggested opportunities for coordination (e.g. on child day care services, in youth employment programs for dropouts, and essential steps in identification and implementation of worthwhile cooperative arrangements. An illustrative agreement is appended. (WL)

ED 134 715 CE 009 399

Gibson, Robert L.

School-Based Placement and Follow-Up Services: Equal Opportunity Provider.

Indiana Univ., Bloomington. Dept. of Counseling and Guidance.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Contract—8-75-C-3

Note—69p.; Several pages (containing chapter introductory drawings) are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Equal Opportunities (Jobs), Guidance Personnel, *Guidance Programs, Higher Education, *Job Placement, Job Skills, Occupational Guidance, *Program Development, Secondary Education, Staff Role, *Vocational Followup

Developed out of a study which sought to identify efficient procedures in school placement programs, this guide is designed to assist in motivating schools and/or school systems in formulating and implementing placement programs, and training personnel (at the higher education level) to staff such programs. Major contents are covered under the following topics: (1) Rationale, (2) Overview (Definition of Placement Services, Goals, and Population Served), (3) Program Organization (Program Development Procedures and Operational Planning), (4) Proposed Activities (Student Development Activities, Job Development Activities, and Maintenance-Operational Activities), (5) Staff Development (Selection Criteria or Competencies, Organization and Coordination, and Orientation and Training), (6) Communication Network (Meetings with Involved Personnel and Publicity), (7) Reports and Forms, (8) Follow-up Activities, (9) Evaluation, (10) Resources, and (11) Annotated Bibliography (cites information concerning the development of placement programs). (SH)

ED 134 716 CE 009 400

Goodman, Gordon A.

Priority: Development and Implementation of Effective Techniques for Follow-Up of Drop-Outs at Post-Secondary Levels. Final Report.

Vincennes Univ., Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—31 Aug 75

Note—32p.; This project was conducted by the Placement Bureau of Vincennes University

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Dropout Research, Dropouts, *Followup Studies, Postsecondary Education, *Questionnaires, *Research Methodology, Vocational Education

Identifiers—Indiana

A project was conducted to provide the guidelines and a format for a replicable procedure for assessing the placement and followup of dropouts of vocational programs of postsecondary institutions. Names and addresses were obtained from the registrar and admission's offices of Vincennes University for dropouts from fall 1972 through spring 1974 (students who had enrolled and then withdrawn without finishing a program and those who made application to a specific program and then did not enroll). A cover letter and questionnaire (in card form) were mailed to the 667 dropouts of occupational programs (with pre-paid, pre-addressed envelopes for return). Responses after a second mailing were 25%. A telephone followup raised the response to 48%. Responses provided eight categories of reasons for withdrawal from school and eight categories of reasons for not enrolling. It is felt that the instrument and system devised could be used by any secondary or postsecondary institution. A financial statement, a copy of the questionnaire card and accompanying letter, and statistical summarization of data are included in the report. (JT)

ED 134 717 CE 009 403

Gentry, Don K. And Others

Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-Up for Selected Target Groups. Final Report.

Indiana State Board of Vocational and Technical Education, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SBVTE-8-75-C

Pub Date—Jun 76

Contract—OEG-0-74-1729

Note—51p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Guidance Programs, *Job Placement, Models, *Occupational Guidance, Placement, Program Administration, Program Development, *State Programs, Vocational Counseling, *Vocational Education, *Vocational Followup

Identifiers—*Indiana

A 2-year project to focus on diverse approaches to placement and followup in vocational education within Indiana included seven sub-projects funded to local educational agencies across the State and targeted to specific problems. Products of the seven sub-projects were developed to provide adaptability to secondary and postsecondary schools throughout the State. Project approaches included such activities as (1) searching what other States are doing in placement and followup and developing Indiana models that may be used Statewide to assist youth in becoming more employable, (2) assisting the school corporations in attaining 100% placement–placement into further training or placement on the job, and (3) assisting vocational administrators with a how-to manual to become leaders in program accountability. The products of the seven projects include a data and information bank to serve as a basis for a placement component in an area vocational education center (many of the informational materials appropriate for bilingual families), a longitudinal in-school and out-of-school data system, a manual for conducting followup studies, a handbook for conducting cost effectiveness studies of local vocational education programs, documents providing results of a national review of exemplary postsecondary and secondary placement and followup practices, followup materials and guidelines appropriate for conducting followup studies of postsecondary school vocational education dropouts (including computerized techniques for processing data), and a standardized followup instrument and a system for data interpretation (with potential for a uniform State followup program). The report includes statement of the problems, priority areas, strategies, analysis, findings, conclusions and recommendations, and evaluation plan for the primary project and the seven sub-projects. A financial statement is also included. (HD)

ED 134 718 CE 009 407

Vocational Education in Alabama. A Survey of the Opinions of Business and Industry. Evaluation Series Report Number 2, 1976.

Alabama Advisory Council on Vocational Education, Auburn.

Pub Date—Oct 76

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Attitudes, *Business, *Educational Attitudes, Educational Needs, Employer Attitudes, *Industry, *Occupational Surveys, Opinions, Program Effectiveness, Program Evaluation, Questionnaires, Research, School Industry Relationship, State Surveys, *Vocational Education

Identifiers—*Alabama

The central purpose of a study was to ascertain the views of business and industry toward vocational education in Alabama. The objectives were (1) to determine the familiarity of business and industry with the State's vocational education programs, (2) to determine the extent business and industry feels that the State's public vocational education programs are providing trained manpower in sufficient quantity to meet their needs, (3) to determine the extent business and industry is providing its own training programs, (4) to determine the extent business and industry feels that the State's public vocational education programs are preparing prospective employees to function as qualified, responsible workers, and (5) to determine what suggestions business and industry has for improving the State's public vocational education program. A sample of 24,000 firms was selected from the Dun and Bradstreet market identifier file. The sample represented approximately 50% of the business and industry firms in the State and was selected on a random basis across all industry groups and all size categories. A questionnaire consisting of eleven items (program familiarity, "hard-to-fill" job vacancies, desired training levels, job training for new employees, pre-supervisory and supervisory training, employee job training, comparison of vocational graduates with other employees, rating of vocational students, involvement in vocational education programs, program improvement by program delivery actions, and program improvement through the instructional process) was developed by the State Advisory Council, reviewed by an appointed committee of Council members, and field tested by the research staff of Dun and Bradstreet. A total of 1,883 usable returns were received, representing an overall return rate of 8%. Data is presented and nineteen findings and conclusions are enumerated in this report. (HD)

ED 134 719 **CE 009 413**

Rawson, Wilbur A.

A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas. Final Report.

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 76

Contract—OEG-6-074-166

Note—160p.; Project conducted under Part C, Vocational Education, PL 90-576

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Career Education, Comprehensive Programs, *Cooperative Planning, *County School Systems, Curriculum Development, Educational Coordination, *Educational Needs, Educational Planning, Elementary Secondary Education, Inservice Teacher Education, *Manpower Needs, Post Secondary Education, *Regional Planning, Research Projects, State Programs, *Vocational Education

Identifiers—*Kansas

A research project conducted from July 1974 through June 1976 to develop more comprehensive State-local planning for curriculum development, work-experience programs, and programs for the disadvantaged and handicapped was designed to coordinate total planning activities from the Kansas State Department of Education to the local classroom level. A regional service unit was established to serve nine counties in economically depressed southeast Kansas and a needs assessment was made to determine educational shortcomings. Manpower needs data were gathered from employers in the nine-county area, as well as data on vocational curriculum interests from students, parents, and school staffs. Study findings revealed that educators at all levels and many area employers were actively involved in the project. As a result of regional cooperative planning local schools increased their proposals for innovative projects, inservice training needs were pinpointed, and the role of career education in all aspects of education was demonstrated. The regional service unit conducted inservice workshops on career and special education and on vocational curriculum development. Study findings are detailed in the report, and materials related to the occupational survey, inservice workshops, evaluation, and proposed plans are appended. (MF)

ED 134 720 **CE 009 420**

Fishkind, Henry H. And Others

Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida.

Florida Univ., Gainsville. Coll. of Business Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee.

Pub Date—Sep 76

Note—253p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Employment Projections, *Labor Supply, Manpower Development, *Manpower Needs, *Models, *Needs Assessment, Post Secondary Education, Program Development, Regional Planning, Research, Statewide Planning, Technical Education, Urban Education, *Vocational Education

Identifiers—Florida

The general objectives of this study were to (1) develop a methodology whereby needs assessments of vocational and technical education might be conducted efficiently and effectively in all urban areas of Florida, and (2) conduct, using the methodology developed, a needs assessment of the needs of business and industry, students, funding, facilities, and personnel as they relate to vocational education in a selected urban area of Florida. The area chosen for review in the project was Planning Region Four, which consists of seven northeast Florida counties. The methodology developed for the study consisted of a five part procedure: (1) An overall economic analysis of the planning region and its potential for economic and population growth was set forth, (2) alternative methodologies for projecting the demand for labor in a given urban area were developed and tested, (3) a methodology for projecting the supply of labor by occupation for an urban area was developed and tested, (4) procedures were developed for meshing forecasts of occupational demand and supply for urban areas, so that prospective shortages and surpluses of manpower could be readily identified, and (5) extensive field surveys were conducted of the Vocational-Technical Education (VTE) programs, facilities, teachers, students, and administrators. The most important conclusion drawn from the study's field work was the existence of vocational program unevenness within Region Four. Unique results were claimed by the study in three areas. First, the report showed how existing manpower projection techniques for an urban labor market area can be improved, expanded, and made more meaningful for VTE planning. Second, a systematic and comprehensive procedure was developed to project the future supply of labor by occupation. Third, a format was developed to relate occupational supply and demand forecasts to VTE programs codes in a more easily understandable and usable form. (HD)

ED 134 721 **CE 009 421**

Curtis, Thomas D. And Others

An Analysis of the Impact of CETA, Title I. Classroom Training on Vocational and Technical Education.

University of South Florida, Tampa. Coll. of Business Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee.

Pub Date—Oct 76

Note—160p.; Several pages in the appendixes may not reproduce well due to broken, faint type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Cost Effectiveness, *Economic Factors, Educational Programs, Employment Programs, Federal Programs, *Program Effectiveness, Program Evaluation, Student Characteristics, *Technical Education, *Vocational Education

Identifiers—*Comprehensive Employment and Training Act Title I, *Florida

The objectives of this study were to (1) develop a methodology to evaluate the effectiveness of CETA, title I vocational and technical education classroom training in Florida by assessing the vast quality of cost and benefit data and the different ways in which these data are categorized, (2) use data to derive benefit-cost ratios, (3) examine the problems of State money being used in the form of support services for the CETA program and the distributional impact with respect to State Department of Education funds when Full Time Equivalencies are generated by CETA trainees, and (4) conduct a field test. The project staff limited its study to one area of the State, which included two prime sponsor counties and one county under the sponsorship of the Governor (a "balance of the State" county). Data gathered from the prime sponsors relating to the CETA training programs were used to derive benefit-cost ratios. The principal conclusion was that when measured on purely economic grounds the CETA title I vocational training programs are marginal. The two most important explanations offered for the findings were (1) the program is designed to try to reach the most unprepared, untrained clients possible, and (2) the recent dismal performance of the State's economy. Another finding brought out by the study was that full-time equivalent (FTE) vocational students receiving CETA funding support were not separated for accounting purposes from regular non-CETA FTE's. This full report of the study includes a detailed description of the procedures used in arriving at benefit-cost calculations for the CETA programs, and four appendixes also relating to program expenditures. (SH)

ED 134 722 **CE 009 422**

Industrial Work Experience I. Curriculum Guide. General Related Study Units.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.

Report No.—CG-5

Pub Date—Jun 76

Contract—G12-75-4007

Note—327p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Cooperative Education, Curriculum Guides, *High School Curriculum, Industrial Training, Instructional Materials, Lesson Plans, Secondary Education, Teaching Techniques, *Units of Study (Subject Fields), Vocational Education, *Work Experience Programs

The primary purpose of this guide is to present basic sample instructional materials for the Industrial Work Experience (IWE) Program. It is designed to aid those charged with local administration and coordination of programs in secondary level trade and industrial education, referred to as the IWE training program. The guide contains 10 units of several lessons each: (1) Introduction of the IWE Program (Industrial Work Experience; Vocational Industrial Clubs of America; and Parliamentary Procedure); (2) Pre-Employment Information (Child Labor Laws; Wage-Hour Laws; Social Security, Workmen's Compensation, and Unemployment Compensation; Sources of Employment; Job Application Procedures; and The Job Interview); (3) Employer-Employee Relations (Getting Along with Your Employer; and Getting Along with Co-Workers); (4) Learning Can Be Easy

(How We Learn; Tools Used in Studying; Tips to Improve Studying; Being Active in Class Discussion; and Taking Tests); (5) On-the-Job Communication (Public Speaking; Listening Skills; and Correct Telephone Use); (6) Income Tax (Federal, State, and Local Tax Systems; and Filling Out Federal, State, and Local Tax Forms); (7) Basic Industrial Economics (Wages, Prices, and Profits in an Industrial Economy; The Role of Competition in Industry; and Labor Relations); (8) Money Management and Banking (Managing Money; Using Bank Services; and Using Your Checking Account); (9) Employee Legal Rights and Responsibilities (You and the Law; and Contracts); and (10) Job Safety (Accidents: Causes and Effects; Material Handling; and Personal Protective Equipment). Each lesson lists subject, objectives, teaching aids, materials, and references, followed by a content outline with suggestions for teaching procedures, student application activities, and testing. Lessons also include appropriate overhead transparencies or handouts. (HD)

ED 134 724 **CE 009 451**

Copa, George H. Maurice, Clyde F.

People's Need for Additional Job Training: Procedure for Assessment.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date—Nov 76

Contract—76-034

Note—149p.; For a related document see CE 009 452

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrator Guides, *Educational Needs, Educational Programs, *Evaluation Methods, Guidelines, *Job Training, *Needs Assessment, Questionnaires, Research Methodology, Sampling, *Statistical Surveys, Surveys, Vocational Education

The purpose of this handbook is to document a procedure for obtaining information about the interest of people for additional job training. (The procedure will result in a set of tables providing information on interest in job training for use in planning educational programs. It is designed to be flexible enough for use in areas as small as school districts or as large as whole States and for use with a minimum of formal training by persons unfamiliar with survey procedures.) An introductory chapter discusses the purposes of people's need assessment. Chapter 2 discusses activities, materials, staffing and costs required for making a study. Descriptions are based on experiences in conducting studies of the same type in Steele County, Minnesota (rural), South St. Paul and Minneapolis (urban), and in Minnesota's Economic Development Region IV (regional). Chapter 3 outlines the basic procedure for drawing a sample of individuals to be contacted during the assessment study (a modification of the procedures outlined by the U.S. Bureau of Census in its Current Population Survey). In chapter 4 the procedure for contacting households and coding questionnaire responses is explained. Chapter 5, on analysis and summary of collected data, provides an explanation of the summary tables which result from the analysis of returned questionnaires. A summary of the procedures is appended along with a sample questionnaire, an index for hobby and special interest programs, and other aids. (JT)

ED 134 725 **CE 009 452**

Copa, George H. Maurice, Clyde F.

People's Need for Additional Job Training: Development and Evaluation of an Assessment Procedure.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Spons Agency—Governor's Manpower Office, Minneapolis, Minn.

Pub Date—Nov 76

Contract—76-034

Note—125p.; For a related document see CE 009 451

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Educational Needs, Evaluation Methods, *Job Training, *Needs Assessment, Questionnaires, Reliability, *Research Methodology, Surveys, Validity, Vocational Education

A procedure was developed and evaluated for assessing the self-perceived educational needs of people as one input to the process of planning, approving, and implementing relevant educational programs. The method of data collection involved selecting samples of people by randomly selecting households in a given geographic area, and then contacting the residents of selected households to obtain an assesament of their job training needs. Contact with the households was made through three mailings and a telephone followup. The questionnaire which was used focused on collecting the following kinds of information: (1) Characteristics of those wanting additional training (e.g., age, sex, location, employment status), (2) type of training interest (e.g., secretarial, electronics, welding), (3) why training was needed (e.g., prepare for a first job, prepare for a job change), (4) time when a program can be attended (e.g., days, nights, weekends), and (5) barriers to attending an educational program (e.g., family obligations, lack of transportation). A random sample of 3,606 households in a nine-county area of Minnesota were selected and contacted with 63% response. Validity and reliability of questionnaire responses were evaluated. Total cost at the field site amounted to approximately $3.00 per household surveyed, or about 16 minutes of staff time per household. Major findings for the field site were that about 11% of residents over high school age and 85% of high school seniors perceived that they needed additional job training. Complete findings are included in the report along with the questionnaire and cover letters. (WL)

ED 134 726 **CE 009 456**

Hirst, Ben A., Jr. Netrick, LeRoy M.

First Progress Report of the Vocational-Technical Education Consortium of States.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Pub Date—Mar 74

Note—81p.; For related documents see CE 008 517 and CE 009 457

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Consortia, *Cooperative Planning, Educational Coordination, Meetings, *Organization, *Performance Based Education, Regional Cooperation, Technical Education, *Vocational Education

Identifiers—*Vocational Technical Education Consortium States, V TECS

This first progress report of the Vocational-Technical Education Consortium of States (V-TECS) covers the progress of the V-TECS through its first seven months of operation and is designed to provide information to member States, prospective members, and interested agencies, organizations, and foundations. (The fundamental purpose of V-TECS is to develop catalogs of performance objectives and criterion-referenced measures in occupational education.) This document is divided into six parts: (1) V-TECS Board Members and Summaries of Meetings, (2) Development of an Operations and Management Model (methods used to develop the management model and results of the study), (3) Professional Development of Staff and Technical Coordinators (orientation to instructional system development and V-TECS, and professional development workshops), (4) Status of Catalogs Under Development and Projected Costs, (5) Contracts and Cooperative Efforts with Other Agencies and Individuals (Educational Testing Service, Nashville State Technical Institute, Individual Consultative Services, Southern Association of Colleges and Schools, Commission on Occupational Education Institutions, Occupational Career Development Branch, Occupational Measurement Squadron, and Personnel Research Division), and (6) Personnel Working on Catalogs in Member States. The appendixes include Bylaws of the V-TECS, Developmental Management Model for the V-TECS, Jury of Experts, Instructional System Design Conference Program, The Role of the Technical Coordinator in the States, and Schedule and Sequence Chart for the Memorandum of Agreement. (HD)

ED 134 727 **CE 009 457**

Hirst, Ben A., Jr.

Second Progress and Information Report of the Vocational-Technical Education Consortium of States.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Pub Date—May 75

Note—159p.; For related documents see CE 008 517 and CE 009 456

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Consortia, Cooperative Planning, Educational Coordination, *Organization, *Performance Based Education, Performance Criteria, Regional Cooperation, Technical Education, *Vocational Education

Identifiers—*Vocational Technical Education Consortium States, V TECS

This second progress and information report of the Vocational-Technical Education Consortium of States (V-TECS) is designed to provide the reader with a basic understanding of the processes and procedures used to develop catalogs of performance objectives and the nature of the cooperative efforts of the members in promoting performance-based education as one alternative to traditional practices. The report is divided into two sections: The main part or narrative report, and a series of appendixes providing more detail on certain aspects of V-TECS. The narrative section includes six parts: (1) Introduction, (2) Organizational Structure (Southern Association of Colleges and Schools, Commission on Occupational Education Institutions, V-TECS Board of Directors, Central Staff, Technical Coordinators, and Standing Committees), (3) Methods and Procedures (The V-TECS model and project survey results), (4) Catalog Development and Project Status (projects to be completed during the year, projects currently under development, V-TECS occupational information and catalog data banks, status of project grant, and proposal pending by V-TECS), (5) Program Evaluation and Review Technique (PERT) Application to V-TECS Catalog Development and Long-Range Planning, and (6) Information for Membership in V-TECS (period and process of membership). The appendixes include Bylaws of V-TECS, Board of Directors, Brief Staff Resumes, Technical Coordinators, Members of the Standing and Ad Hoc Committees, Model and Master Sequence Chart, and Analysis of D.O.T. Job Titles by Projects. (HD)

ED 134 732 **CE 009 482**

The Work of the Business and Distributive Education Department Chairman.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Role, *Business Education, *Check Lists, *Department Directors (School), *Distributive Education, *Evaluation Criteria, Secondary Education, Self Evaluation

Increasingly numerous and urgent requests for guidelines prompted the preparation of this publication listing the principal responsibilities of the chairman of a high school department of business and distributive education. An attempt is made to recommend criteria for small as well as large schools with realization that the scope of the activities will necessarily vary from school to school. In order to facilitate a chairman's self-evaluation, the various facets of his/her work have been prepared as a checklist. It is noted that the chairman may find it helpful to check those items that he already performs in the course of his duties and to let the unchecked items serve as indexes of new opportunities for service. Following an introduction, the checklist is divided into nine parts: Part 1–Preparing for the Opening of School, Part II–Developing the Curriculum, Part III, Improving and Evaluating Instruction, Part IV–Promoting Professional Development, Part V–Establishing and Maintaining Good Public Relations, Part IV–Reporting, Part VII–Department Meetings, Part VII–Recruitment of Teachers, and Part IX–Budget Development. (HD)

ED 134 733 CE 009 499

Automotive Service Occupations. A Suggested Outline of Services and Levels for the Automotive Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date—72

Note—108p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Auto Mechanics, Auto Mechanics (Occupation), *Curriculum, *Curriculum Design, Curriculum Guides, Instructional Materials, Job Skills, Post Secondary Education, Secondary Education, State Curriculum Guides, Teaching Techniques, *Vocational Education

Identifiers—New York

Designed to help teachers of automotive services select the body of knowledge and experiences leading to the development of salable skills which might be necessary at various levels of complexity, this guide suggests an alignment of content, with teaching suggestions, for use in developing a vocational program to prepare youth and adults for employment. The content in the form of a chart of services to be performed is divided into three areas (service station, power plant services, and chassis services) covering the systems of assemblies in the automobile which need maintenance or repair. These system services are listed on four levels (basic, intermediate, advanced, and technical) intended to assist the teacher in selecting content with the appropriate depth or emphasis. Application, concepts, and teaching suggestions are included for each service. ('Application" refers to salable entry skills that should be mastered by the student, and "concept" refers to the principles, fundamentals, trade theory, and other items which relate to the services.) Safety education and safe operation are included as well as suggestions for use of special tools and equipment. (HD)

ED 134 734 CE 009 500

Engine Lathe Operator. Instructor's Guide. Part of Single-Tool Skills Program Series. Machine Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date—72

Note—167p.; For related documents see CE 009 501

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Adult Education, *Curriculum, Curriculum Guides, Hand Tools, *Industrial Education, Instructional Materials, Job Skills, *Machine Tool Operators, *Machine Tools, Metals, Metal Working Occupations, Post Secondary Education, Secondary Education, *Skill Development, Student Projects, Vocational Education

Expected to help meet the need for trained operators in metalworking and suitable for use in the adult education programs of school districts, in manpower development and training programs, and in secondary schools, this guide consists of four sections: Introduction, General Job Content, Shop Projects, and Drawings for the Projects. General Job Content lists the content outline in the left column and teaching points and techniques in the right column. The 16 names of shop projects and drawings for the projects include Multi-Diameter Shaft, Ball Peen Hammer, Die Wrench, Fly Tool Face Cutter, Self-Centering Vise, Close Quarter, Hacksaw, Bench Vise, Lathe Dieholder, Eccentric Test Shaft, Tap Wrench, Micrometer Boring Head, Surface Gage, Arbor Press, Lathe Mandrel, Lathe Center and Morse Taper, and Grinding Vise. Sixteen job sheets for the shop projects are included. The top section of each job sheet includes operator's job title, project name, time needed, and related drawing number, performance objectives, operations, equipment, and materials needed. The bottom section of the job sheet has two columns–the left column lists the procedure and the right column lists the techniques and related information. (HD)

ED 134 735 CE 009 501

Surface Grinder Operator. Instructor's Guide. Part of Single-Tool Skills Program. Machine Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date—73

Note—139p.; For related documents see CE 009 500

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Education, *Curriculum, Curriculum Guides, Hand Tools, *Industrial Education, Instructional Materials, Job Skills, *Machine Tool Operators, *Machine Tools, Metal Working Occupations, Post Secondary Education, Secondary Education, Shop Curriculum, Skill Development, Student Projects, Teaching Guides, Vocational Education

Identifiers—*Surface Grinder Operators

This course, the second one to be published in what is expected to be a series of instructor's guides in the Single-Tool Skills Program, is expected to help meet the need for trained operators in metalworking and is designed for use in the adult education programs of school districts, in Manpower Development and Training Programs, and in secondary schools. The general objective of the course is to train men, in a comparatively short time, to be placed as surface grinder operators. The guide consists of an (1) Introduction, (2) General Job Content, (3) Job Sheets for Shop Projects, and (4) Drawings for Shop Projects. The General Job Content section lists the content outline in the left column and teaching points and techniques in the right column. The 17 shop projects are Scriber, Drill Stand, Arbor Press, Surface Gage, Tool Bit Grinding Gage, Micrometer/Boring Head, Lathe Center, Grinding Vise, Precision Step Block, 1-2-3 Block, Precision Angle Plate, V-Block, Parallels, Sharpen Thread Tap, Sharpen Thread Die, Grind a Form Tool, and Grinding Fixture for Thread Tool. The job sheet for each project lists operator's job title, project name, time needed, related drawing number, performance objectives, operations, equipment, and materials needed; these are followed by a two-column section, the left column listing the project procedures and the right column containing techniques and related information. The final section contains 55 drawings. (HD)

ED 134 736 CE 009 502

Section I: Basic Electricity. Syllabus in Trade Electricity-Electronics.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—76

Note—172p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Behavioral Objectives, *Course Content, *Curriculum Development, Curriculum Guides, Electrical Occupations, *Electricity, *Electronics, Teaching Guides, Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

This section describes the first of a three part curriculum in trade electricity-electronics (each part is described in a separate volume). It presents a unit of 6 to 10 weeks duration which develops only those competencies necessary to all electricity or electronics employment. A flow chart indicates how an individual student's program can be arranged within, or across, the three curriculum areas. This section is divided into eight units: Orientation, Electrons as Charge Carriers, Circuit Component Identification, Basic Laws; Circuit Concepts, Magnetism, Batteries, Introduction to AC Principles, Use of Test Equipment, Fundamental Skills, Hand and Power Tools, Circuit Drawings, and Recordkeeping. The units are organized in a three-column format: Content, objectives, and teaching suggestions, with a resource list and suggested equipment list appended. The first column, Content, consists of items of instruction; the second column, Objectives, states in performance terms the student achievement which must result from the item of instruction; the third column, Teaching Suggestions, presents a variety of methods by which the content may be taught. Following the eight units is a listing of only the tools and equipment considered essential to properly instruct a class-group of 20 students in basic electricity. A sample course of study for this section of basic electricity is also provided, intended as an aid to creating the syllabus-based course of study, and tailored to local conditions. Content outlines for Section II and III of the curriculum are included. (HD)

ED 134 738 CE 009 512

Tips on Consumerism. Ideas for Instructors of Consumer-Homemaking Programs. Home Economics Education.

New York State Univ. System, Albany.

Spons Agency—New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date—73

Note—64p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, *Consumer Education, *Daily Living Skills, Home Economics, *Homemaking Education, Instructional Materials, Learning Modules, Unit Plan

This learning package on consumerism is intended for use by instructors in adult consumer-homemaking programs. (The target population for these programs is generally adults in socioeconomically disadvantaged innercity and rural areas.) Four units are included: Stretching Your Money, How to Be a Wise Consumer, Door-to-Door Salesman, and What to Look for When Buying a Car. Each unit, designed to be used individually or together forming a comprehensive program, follows the same format and includes (1) Objectives, (2) Motivating Procedure, (3) Learning Experiences, (4) Discussion Guide for Slides (a series of questions for the instructor to use after showing slides, if slides are used), (5) Appraising Learnings (suggestions to assist the instructor in evaluating how well the participants have achieved the objectives for the unit), (6) Instructor References, and (7) Text of the Scripts for the Slides (a suggested script which the instructor may use if slides are used). (WL)

ED 134 740 CE 009 519
Korim, Andrew S.
Century Three: Implications for Community and Junior College Research.
Pub Date—76
Note—19p.; Paper presented at the Annual Meeting of North Central Region, American Education Research Association, Interest Group for Community/Junior College Research (Madison, Wisconsin, July 15, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*College Role, *Community Colleges, *Community Involvement, Curriculum Development, Educational Change, Educational Needs, *Futures (of Society), *Junior Colleges, Post Secondary Education, *Research Needs, School Community Relationship, Social Change, Social Factors, Technical Institutes, Vocational Education
Identifiers—United States

The past and present economic and social problems and cause-effect relationships are major factors in the development of education at the community and junior college levels. Internal redesign of public junior colleges during the 1960's and early 1970's transformed them from liberal arts institutions into administratively flexible institutions offering a comprehensive array of services that stray considerably from the lock-step curricula of traditional educational institutions. The most astounding feature of the community college is that it evolved from catalytic forces in communities and not as a result of a community college act passed by Congress. Simultaneous with the emergence of the community college as an institution is the gaining impetus of vocational education and training, and community colleges and technical institutes have become the primary delivery vehicle for this type of education in most States. As we look at the developments of the past, we find the insights to serve as the basis to guide our speculation about the future. The third century without doubt will produce new demands on junior and community colleges. The cumulative effect of the demands will be that the researcher will be called upon to stray quite a bit from what is known as institutional research into what might be called community research. The extension of the community college out into the community serving new clients under new kinds of arrangements and performing new roles will require the research office to develop new skills and to take on new assignments. Continued success of junior and community colleges to a large degree will be contingent upon their capacity to respond to changing conditions and to demonstrate in measurable terms their effectiveness as community institutions and the validity of their programs and services. (WL)

ED 134 742 CE 009 543
A Teacher's Guide to Career Education, 9-12.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date—Sep 75
Note—488p.
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—Affective Objectives, Biology Instruction, Business Subjects, *Career Education, *Career Exploration, Classroom Materials, Curriculum Guides, English Instruction, Integrated Activities, Language Instruction, *Learning Activities, *Lesson Plans, Mathematics Instruction, Physical Education, Science Instruction, Secondary Education, Social Studies Units, *Student Development, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields), Vocational Education
Identifiers—South Carolina

Designed to assist the classroom teacher interested in implementing career education, this guide presents lesson plans, prepared by public school teachers, which integrate career education activities. Learner objectives, which provide a base for implementation plans, are listed in the introductory section and relate to self-knowledge, decisionmaking skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. Each lesson plan is presented in the following format: Grade or IGE unit, subject, educational concept, elements and element objectives, activities, resources, and followup activities. The lesson plans cover the units of math (grades 9-10); Spanish (grades 9-12); home economics (grades 9-12); agriculture (grades 9-12); physical education (grades 9-12); biology (grade 10); social studies (grades 9-12); math, geometry, algebra (grades 9-12); distributive education (grade 11); French I and II (grades 9-12); English (grades 9-12); art I and II (grades 9-12); office occupations (grades 9-12); health occupations (grade 12); trade and industry (grades 10-12); physical science and physics (grades 9 and 12); and office occupations (grades 11-12). (TA)

ED 134 743 CE 009 547
Benson, Robert T.
Agricultural Electricity. Electric Controls. Student Manual. Report No. 820/20.
Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section.
Pub Date—74
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Agricultural Education, *Agricultural Engineering, *Electrical Systems, *Electric Circuits, Electronics, Equipment, Instructional Materials, Secondary Education, Vocational Education

Addressed to the student, this manual presents terms, abbreviations, and symbols used in discussing manual or automatic control of the flow of electric current. Diagrams accompany discussion of the following types of control devices and principles of operation: Heat sensitive controls (thermostats, thermal relays), light sensitive controls (photo-electric cell), limit switches (applications and types), fractional horsepower motor starters (starting switches), time clocks, electromagnets (solenoid, relays), and switches (toggle, push button). (TA)

ED 134 744 CE 009 548
Benson, Robert T.
Agricultural Electricity. Electric Motors. Student Manual.
Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section.
Pub Date—75
Note—20p.
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Education, *Agricultural Engineering, *Electrical Systems, *Electric Circuits, *Electric Motors, Engines, Equipment, Instructional Materials, Magnets, Manuals, Secondary Education, Vocational Education

Addressed to the student, this manual, which includes supplementary diagrams, discusses the following topics and principles: Electromagnetic fields, electromagnets, parts of an electric motor, determining speed of an electric motor, types of electric motors in common use (split-phase, capacitor, repulsion-induction, three-phase), the electric motor nameplate, and electric motor comparisons (in chart form). (TA)

ED 134 745 CE 009 552
VIEW: Vital Information for Education and Work.
South Carolina State Employment Security Commission, Columbia.South Carolina Vocational Education Research Coordinating Unit. Clemson.
Note—1,197p.
EDRS Price MF-$2.17 HC-$63.63 Plus Postage.
Descriptors—*Employment Qualifications, *Occupational Information, Occupations, Professional Occupations, Secondary Education, Skilled Occupations
Identifiers—Dictionary of Occupational Titles, *VIEW, Vital Information for Education and Work

VIEW (Vital Information for Education and Work) is a compilation of 300 separate sheets each of which presents information about an occupation, ranging from actor and actress to zoologist. Each sheet contains the DOT (Dictionary of Occupational Titles) classification number, a description of the occupation, qualitative job information, employment qualifications, and educational needs for the occupation, some related jobs, and where to write for more information. Information is arranged graphically, each sheet including a cartoon illustration related to the occupation. VIEW is indicated for use by counselors, students, and teachers in junior and senior high schools. (MF)

ED 134 747 CE 009 608
Course Development–DECA. Final Report.
Lakeshore Technical Inst., Cleveland, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Report No.—VT-103-473
Pub Date—Jun 76
Note—260p.; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Education, Behavioral Objectives, *Clubs, Community, Course Organization, Curriculum, Curriculum Guides, *Distributive Education, *Elective Subjects, Leadership Training, Learning Activities, Post Secondary Education, *Student Organizations, Vocational Development, *Vocational Education, Work Attitudes
Identifiers—DECA, *Distributive Education Clubs of America

A project developed four one-credit courses for post high school students to encourage their active participation in Distributive Education Clubs of America (DECA). Designed as electives to meet one hour per week for a semester in the classroom and one hour in the laboratory, the courses were designed to be adapted for use with other vocational education student organizations. The courses developed are leadership, professional interaction, career development, and community awareness. The curriculums were reviewed and evaluated at a two-day workshop and are included in the document. For each course, a specific topic is selected for each session. Objectives and activities for the session are listed, along with informational materials and suggested forms where appropriate. (RG)

ED 134 748 CE 009 653
Carsetti, Janet K.
Literacy: Problems and Solutions. A Resource Handbook for Correctional Educators.
American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs. American Correctional Association, College Park, Md.National Association for Public Continuing and Adult Education, Washington, D.C.
Spons Agency—National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.
Report No.—VT-103-480
Pub Date—75
Contract—73-ED-99-0012

Note—230p.
Available from—READ, Inc., 8605 Cameron Street, Silver Spring, Maryland 20910
Document Not Available from EDRS.
Descriptors—Adult Education, Catalogs, *Correctional Education, Directories, Functional Illiteracy, Illiterate Adults, Learning Activities, Reading Diagnosis, *Reading Instruction, Reading Materials, Reading Tests, *Remedial Reading Programs, Resource Guides, *Skill Development, Teaching Guides

This resource handbook addresses the problem of illiteracy in correctional institutions and focuses on practical methods for improving the reading skills of offenders. It defines illiteracy, offers statistics on its incidence in correctional institutions, and lists barriers to overcoming the problem with suggested solutions. An overview of methods and techniques for teaching reading describes the approaches of language experience, individualized reading, programed learning, basal reader, and phonics, and lists strengths and weaknesses of each method. Techniques to motivate reluctant learners and reinforce various reading skills are presented through activities using music, television guides, newspapers, telephone books, and catalogs and through a schoolwide approach. A bibliography for students lists books by grade level under general subject categories of Multi-Ethnic Americans, Black Americans, Sports, Indian Studies, and High Interest Low Vocabulary. Publisher and price information is included. Information regarding selection of diagnostic tests is offered, along with a brief description of appropriate tests for adults. An extensive list (113 pages) of commercially-prepared reading materials provides information about availability, purpose, entry level, readability, target group, format, and cost. Also provided is a directory of volunteer organizations that can be of help in teaching reading in correctional institutions. (NJ)

ED 134 749 CE 009 695

Lovelace, Bill E.
A System for Identifying Professional Teaching Competencies of Vocational-Technical Teachers: A Report.
Report No.—VT-103-526
Pub Date—75
Note—177p.; Prepared by using materials from the study "A Comparison of Perceived and Actual Tasks Performed by Selected Vocational-Technical Teachers in Texas Public Community Colleges" 1975
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Curriculum Development, Educational Research, Job Skills, Post Secondary Education, *Task Analysis, Teacher Education Curriculum, *Teaching Skills, *Technical Education, *Vocational Education
Identifiers—Texas

The purpose of this study was to determine the actual tasks performed as compared to those tasks perceived as important by a selected population of postsecondary vocational-technical teachers in 40 public Texas community colleges. Prior to actual research methodology, the state-of-the-art of vocational teacher education, the competency-based movement in teacher education, and research studies in vocational teacher education were reviewed. Then a job inventory of 94 tasks was mailed to a population of 700 teachers; 461 usable responses, distributed among five vocational areas, were received. The overall finding was that differences did exist in the rated perceived importance and the percent of respondents actually performing the tasks. The report also contains a section devoted to approaches suitable for developing teacher education curriculum. Appendixes include a table of tasks ranked by mean of perceived importance; tables of the lists of 94 validated competencies for each of the five major areas, indicating percent of respondents performing the task, average time spent, and rank by percent of respondents; a table providing comparisons of ranks of tasks by perceived importance with ranks of tasks by the percentage of respondents performing the tasks; and a sample of the job inventory. (NJ)

ED 134 750 CE 009 703

Minette, William P.
A Feasibility Study for a Physician's Assistant Program. Occupational Education Research Project. Final Report.
Pitt Technical Inst., Greenville, N.C.
Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 76
Note—82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Academic Standards, *Associate Degrees, *Curriculum, Educational Programs, Feasibility Studies, Junior Colleges, Medical Education, *Physicians Assistants, Program Design, *Program Development, Technical Education
Identifiers—North Carolina

This study was conducted to design an educational program for physician's assistant that would conform to the American Medical Association's essential requirements for the occupation and to determine the feasibility of establishing such a program at Pitt Technical Institute in North Carolina. The investigation covered selection procedures, curriculum, space and equipment, authorization to practice and to dispense drugs, reimbursement and employment, factors and resources necessary for program implementation, area to be served, candidate requirements and preceptorships, and expected results of the program. It was concluded that a fully accredited program could be offered by a community college or technical institute in North Carolina and should consist of a 24-month curriculum and nine months of pre-clinical courses. Further conclusions are offered relating to facility requirements, instructional and administrative staff, faculty qualifications, area to be served, and potential employment sites. Tables provide additional data concerning recommended budget, area population, area patient-physician ratio, and physician distribution. Appended materials include admission application and interview scoring forms and a list of prescription drugs which may be dispensed by physician's assistants. (NJ)

ED 134 751 CE 009 740

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Assistant Theatre Managers.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, *Management, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Theaters, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students preparing to be assistant theatre managers, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 752 CE 009 741

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Broadcast Announcing.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), *Vocational Education
Identifiers—*Broadcast Announcing

Designed to meet the job-related metric measurement needs of broadcast announcing students, this instructional package is one of five for arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 753 CE 009 742
Cooper, Gloria S., Ed Magisos, Joel H., Ed
Metrics for Stage Lighting Technology.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Lighting, Measurement Instruments, *Metric System, Secondary Education, *Special Effects, Stages, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of stage lighting technology students, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 754 CE 009 743
Cooper, Gloria S., Ed Magisos, Joel H., Ed
Metrics for Technical Theatre Assistant.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of technical theatre assistant students, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 755 CE 009 744
Cooper, Gloria S., Ed Magisos, Joel H., Ed
Metrics for Theatrical Costuming.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), *Vocational Education
Identifiers—Costumes (Theatrical)

Designed to meet the job-related metric measurement needs of theatrical costuming students, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 756 CE 009 757
Cooper, Gloria S., Ed Magisos, Joel H., Ed
Metrics for Wastewater Technology.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—61p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Environmental Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education, *Water Pollution Control

Designed to meet the job-related metric measurement needs of students interested in wastewater technology, this instructional package is part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 757 CE 009 758

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Dental Assistants.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—61p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, *Dental Assistants, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming dental assistants, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 758 CE 009 759

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Dietetic Technicians.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—61p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, *Dietetics, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming dietetic technicians, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 759 CE 009 760

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Licensed Practical Nursing.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—61p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Practical Nurses, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in licensed practical nursing, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 760 CE 009 761

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Nurses Aides.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—61p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Nurses Aides, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming nurses aides, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 761 CE 009 762

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Nursing (RN).

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Nursing, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs for nursing students, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 762 CE 009 763

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Alterations Specialist & Tailoring.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—63p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, *Sewing Instruction, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of alterations specialist and tailoring students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 763 CE 009 764

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Child Care Aides.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Child Care Occupations, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of child care students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 764 CE 009 765

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Food Preparation, Baking, Meat Cutting.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—69p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, *Food Processing Occupations, *Foods Instruction, Instructional Materials, Learning Activities, Measurement Instruments, Meat, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of food preparation, baking, meat cutting students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 765 CE 009 766

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Homemaker and Health Aides.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Attendants, *Curriculum, Domestics, *Home Health Aides, *Homemaking Skills, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students preparing to be homemaker or health aids, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 766 CE 009 767

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Interior Design Assistants.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, *Interior Design, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of interior design students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 767 CE 009 771

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Blueprint Reading.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Blueprints, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of blueprint reading students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 768 CE 009 772

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Industrial Electronics, Radio-TV Repair, Audio Equipment Repair.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—65p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Audio Equipment, *Curriculum, *Electronics, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Radio Technology, Secondary Education, Teaching Techniques, *Television Repairmen, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students in industrial electronics, radio-tv repair, and audio equipment repair, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 769 CE 009 773

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Metal Patternmaking.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, Metal Working Occupations, *Metric System, *Patternmaking, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of metal patternmaking students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 770 CE 009 774

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Numerical Control Operators.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Numerical Control, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students preparing to be numerical control operators, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 771 CE 009 775

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Sheet Metal Working.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, *Sheet Metal Work, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of sheet metal working students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 772 CE 009 776

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Small Appliance Repair, Major Appliance Repair.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—65p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Appliance Repairing, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students in small appliance repair and major appliance repair, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 id designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 773 CE 009 777
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Tool & Die Making.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, Metal Working Occupations, *Metric System, Secondary Education, Teaching Techniques, *Tool and Die Makers, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of tool and die making students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 774 CE 009 778
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Welding and Cutting.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metal Working Occupations, *Metric System, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education, *Welding

Designed to meet the job-related metric measurement needs of welding and cutting students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 775 CE 009 779
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Automotive Merchandising, Petroleum Marketing.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—61p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Merchandising, *Metric System, *Motor Vehicles, Petroleum Industry, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students in automotive merchandising and petroleum marketing classes, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 776 CE 009 780
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Food Distribution.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Distributive Education, *Food Processing Occupations, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in food distribution, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 777 CE 009 781

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Hard Goods Merchandising.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Merchandising, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in hard goods merchandising, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 778 CE 009 782

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Soft Goods Merchandising.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Merchandising, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in soft goods merchandising, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 779 CE 009 783

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Transportation.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in transportation, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 780 CE 009 784

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Cosmetology.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Cosmetology, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of cosmetology students, this instructional package on cosmetology is part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 781 CE 009 785

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Fire Service.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, *Fire Science Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Public Service Occupations, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in fire science education, this instructional package is one of two for the public service occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 782 CE 009 786
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Law Enforcement.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, Instructional Materials, *Law Enforcement, Learning Activities, Measurement Instruments, *Metric System, Public Service Occupations, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in law enforcement, this instructional package is one of two for the public service occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 783 CE 009 787
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Auto Mechanics.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Auto Mechanics, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of auto mechanics students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 784 CE 009 788
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Aviation Electronics.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Aviation Technology, *Curriculum, *Electronics, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of aviation electronics students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 785 CE 009 789
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Diesel Mechanics.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Curriculum, *Diesel Engines, Instructional Materials, Learning Activities, Measurement Instruments, Mechanics (Process), *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of diesel mechanics students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 786 CE 009 790

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Small Engine Repair.

Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For a related document see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Auto Mechanics, *Curriculum, Instructional Materials, Learning Activities, *Machine Repairmen, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of small engine repair students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 787 CE 009 799

Friet, James E. Schmidt, Roy L.

Implementing An Occupational Information System. Final Report.

Washington State Occupational Information Service, Olympia.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—Sep 76
Contract—99-6-478-08-3
Note—161p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Annual Reports, Career Exploration, Computer Oriented Programs, *Delivery Systems, Employment Services, Formative Evaluation, Information Dissemination, Information Networks, *Information Systems, Information Utilization, Interagency Coordination, *Occupational Information, Post Secondary Education, Program Descriptions, *Program Development, Secondary Education, State Agencies, State Programs, *Statewide Planning, Vocational Education
Identifiers—*Washington, Washington Occupational Information System

The Washington Occupational Information System (WOIS) is a project of a consortium of State education and employment agencies to provide dissemination of occupational and educational information to both users and producers: schools, social service and manpower agencies, employees, and employers. The WOIS project organization and operation is concerned with the three major areas of information development, delivery systems, and service to users. Oregon's career information system was used to develop occupational descriptions and computer programs for Washington's system, as the labor profiles of the two States are very similar. This report describes the development WOIS and its functions. The process evaluation section discusses WOIS development, utilization, and influence (cooperation with key State agencies) and recommends that those implementing an occupational information system allocate ample time for inservice training and detailed planning. The evaluation also notes that substantial time is also needed to convert and thoroughly test the computer software system before demonstration. The five appendixes, covering approximately half of the document, present the WOIS table of organization, the past schedule of WOIS demonstrations throughout the country, outlines of two WOIS inservice training programs, 13 WOIS exhibits/forms, and the WOIS second year plan. (MF)

ED 134 788 CE 009 807

Regimbal, Thomas And Others

Industrial Arts in the Junior High School: Purposes, Objectives, Observable Behaviors. A Guide for Teachers of the Maryland Plan for Industrial Arts.

Maryland Univ., College Park. Dept. of Industrial Education.
Pub Date—76
Note—61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Curriculum Development, *Industrial Arts, Junior High Schools, Junior High School Students, Resource Guides, State Programs, Student Behavior, Teaching Guides, Trade and Industrial Education
Identifiers—*Maryland Plan

This booklet is designed to aid teachers who are using the Maryland Plan, a program of industrial arts designed to be useful with junior high students who have diverse interests, capabilities, and aspirations. The main purpose of the guide is to aid in program development and specification of observable, measurable behaviors for accountable instruction. Contents include a definition of industrial arts, and discussion of goals and purposes, the program, objectives, student behavior, and measurable outcomes. The major portion of the guide consists of observable student behaviors for each of three units: The Anthropological Unit, The Group Project Approach, and Line Production Approach. Within each unit behaviors are listed under each of five sub-headings: Understanding the nature of industry and technology, self exploration, intellectual growth, skill development, and interpreting the changing nature of industry and technology. An appendix contains a Maryland Plan development model and lists resource materials and films on the Maryland Plan. (Author/HD)

ED 134 789 CE 009 821

Bell, Duran And Others

The Role of Education in Facilitating Adaptation to Technological Change: An Analytical Framework and Review of the Literature.

Rand Corp., Santa Monica, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Jun 76
Note—121p.
Available from—Rand Corporation, Santa Monica, California 90406 ($7.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Educational Needs, *Educational Responsibility, Employment Problems, Engineers, Institutional Role, Models, Obsolescence, Older Adults, Personal Adjustment, Physicians, Role Conflict, Role Perception, *Role Theory, Social Change, Social Problems, *Technological Advancement, *Vocational Adjustment, Vocational Education, Working Women

A project focusing on the assessment of the educational system in adapting people to technological change considered the problem of adaptation for the whole person, not simply the work role, but also the family, consumer, citizen, and other roles for which educational activity is potentially instrumental. There were two major objectives: Development of a formal theoretical framework by which the problem could be defined, and application of that theoretical framework in terms of the educational needs of several selected groups. The analytical framework emerged from the interaction of a multidisciplinary team and may be characterized as a formal treatment of role-theoretic concepts in social psychology, using the welfare-maximization techniques of microeconomic theory. The usefulness of this model of adaptation to technological change was explored in terms of the problems of adaptation to technological change faced severally by engineers (role conflict), physicians (role conflict), married women (role sequence), and the elderly (role loss). The model was useful in structuring a review of the literature relevant to each of the groups considered, but the paucity of literature posed a major difficulty. Little research has been conducted on the nature of the adaptation problems of these groups, the resources at their disposal, and the effectiveness of various educational interventions. In addition to the summary and introduction the report is in four chapters, each with its own bibliography: (1) A General Model of Adaptation, (2) Professional Obsolescence in Engineering and Medicine, (3) Technological Change and Role Sequences: Special Problems of Women, and (4) Problems of Adaptation Among the Elderly. (HD)

ED 134 790 **CE 009 828**

Proprietary Vocational and Home Study Schools. Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438).

Federal Trade Commission, New York, N.Y. Bureau of Consumer Protection.

Pub Date—10 Dec 76

Note—579p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock No. 018-000-00197-7, $6.10)

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors—*Accountability, Administrative Policy, Business Responsibility, *Consumer Protection, *Correspondence Schools, Court Litigation, Educational Accountability, Federal Aid, Federal Legislation, Government Role, Post Secondary Education, *Proprietary Schools, *Publicize, Public Policy, School Policy, Standards, Student Characteristics, Student Costs, Student Enrollment, Student Recruitment, *Vocational Schools

Identifiers—Federal Trade Commission Act

This final report to the Federal Trade Commission on proprietary vocational and home study schools by the staff of the Bureau of Consumer Protection consists of two parts. Part I presents an analysis of all materials contained in the rule-making record, all documentary evidence, transcribed testimony, comments, and rebuttals. It describes the vocational school industry, the students it enrolls, the claims and representations it makes, and its use of commissioned sales representatives. This part also analyzes dropout rates and refund policies, student job placement difficulties, and existing regulatory patterns. Part II contains the staff's conclusions drawn from the record and its recommendations based on these conclusions, along with a section-by-section description of the proposed rule and the basis for the recommendations. Industry arguments against the proposed rule are included. This report further provides detailed references to the prevalence of acts and practices treated by the proposed rule, the Bureau's analysis of how these practices are unfair or deceptive, and a discussion of the economic effect of the rule on both small businesses and consumers. (MF)

ED 134 791 **CE 009 864**

Rose, Pearl H.

Development of a Plan for Providing Career Information for Handicapped Students. An Analysis of Occupational Descriptions for the Handicapped. Final Report.

Fort Steilacoom Community Coll., Tacoma, Wash.

Spons Agency—Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date—Aug 76

Note—280p.

Available from—Washington State Commission for Vocational Education, Research Coordinating Unit, Olympia, Washington 98504

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Career Education, Community Colleges, Computer Oriented Programs, *Employment Qualifications, Information Dissemination, Information Seeking, Information Services, *Information Systems, *Job Skills, Junior Colleges, Occupational Choice, *Occupational Information, Occupations, *Physically Handicapped, Program Descriptions, *Program Development, Program Evaluation

Identifiers—Washington, Washington Occupational Information Service, WOIS

Information concerning job characteristics and employment skills for the physically handicapped were provided for 227 occupations contained within the Washington Occupational Information Service (WOIS) career information system. For each occupation, an adjunct description was written, including alternative or feasible occupations in each occupational category. The 227 occupations analyzed for the study indicate the feasibility of employing the handicapped as well as the aptitudes needed for handicapped persons to be successful on the job. In conducting the study, a cooperative plan was developed for pre- and posttesting and evaluation. The evaluation concluded that the occupational information is of value and is useful to the physically handicapped; however, an alternative method of access to the WOIS system should be developed. The body of this report comprises nine pages. The remainder of the document are appendixes of materials used in the study. These include Bibliography, FSCC Physically Handicapped Program Description, Summation, Pretest and Posttest, WOIS QUEST Booklet, Software Book (covering the majority of the document and containing information on 227 occupations), Student Interviews Evaluation, Career Counselor Evaluation, Division of Vocational Rehabilitation Evaluation, Washington Occupational Information System Evaluation, and Occupations Accidentally Omitted–Not in WOIS Computer. (TA)

ED 134 792 **CE 009 880**

Anderson, Robert Rozansky, Rosa D.

The Impact of CETA on Institutional Vocational Education.

National League of Cities, Washington, D.C.United States Conference of Mayors, Washington, D. C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-031-77

Pub Date—Dec 74

Contract—OEC-0-74-7481

Note—71p.; For a related document see CE 009 881

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Cooperative Planning, Disadvantaged Groups, Employment Programs, Federal Programs, Federal State Relationship, *Program Administration, *Program Effectiveness, State Agencies, *State Aid, Surveys, *Vocational Education

Identifiers—CETA, *Comprehensive Employment and Training Act

This 1974 report contains a summary and analysis of data collected from a survey of 100 city prime sponsors to determine the impact of the Comprehensive Employment and Training Act of 1973 (CETA) on the vocational education system based on CETA's first year in operation. Some of the basic conclusions presented (as derived from data received) are (1) CETA is not significantly impacting on institutional vocational education–at best the system is merely being maintained as it existed under the Manpower Development and Training Act and the Equal Opportunity Act, (2) there exists a great deal of confusion and lack of understanding among local prime sponsors due to the lack of direct involvement prior to CETA, (3) the communication between States and local prime sponsors needed for CETA to positively impact on vocational education is inadequate, (4) CETA title I money is not being used to any large extent to increase the training being provided at existing vocational education institutions, (5) the system of negotiating nonfinancial agreements with the State for the provision of vocational education training and services through the use of the 5% supplemental vocational education funds often does not afford local prime sponsors adequate flexibility, (6) the CETA rules and regulations are vague regarding allocation of the 5% supplemental vocational education funds within the States, and (7) the confusion, complexity, and restriction of local prime sponsor flexibility has resulted in frustration among many local prime sponsors and has made it difficult for the 5% supplemental vocational education funds to impact in local jurisdictions. The appendix includes city profile data for 100 cities selected for surveying, list of cities included in analysis, survey instrument, and signature sheet and instructions for completing the nonfinancial agreement. (HD)

ED 134 793 **CE 009 881**

Anderson, Robert Rozansky, Rosa D.

The Impact of CETA on Institutional Vocational Education. An Update, 1976.

National League of Cities, Washington, D.C.United States Conference of Mayors, Washington, D. C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-030-77

Pub Date—Jul 76

Contract—300-75-0340

Note—71p.; For a related document see CE 009 880

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Cooperative Planning, Disadvantaged Groups, Educational Legislation, *Employment Programs, Federal Programs, Federal State Relationship, *Program Administration, *Program Effectiveness, State Agencies, *State Aid, Surveys, *Vocational Education

Identifiers—CETA, *Comprehensive Employment and Training Act

After noting that the study results of the Comprehensive Employment and Training Act's (CETA) first year of operation commented on the issue of cooperative efforts between CETA prime sponsors and the vocational education system, the study of CETA's second year of implementation reexamined the same issue using the 100 prime sponsors who were queried in the original study ("The Impact of CETA on Institutional Vocational Education"). Seventy-four percent responded. Some of the conclusions from analyzing responses were (1) over 50% of the prime sponsors included in this study reported more effective working relationships with their respective vocational education communities in FY 1976, (2) improved working relationships generally did not result in increased CETA title I funding of institutional vocational education, (3) the allowable uses of the 5% vocational education funds are still causing problems between prime sponsors and vocational education in negotiating nonfinancial agreements, (4) differences in philosophy and the continuation of turf protection are the largest coordination problems that exist at the local level between the vocational education system and the CETA system, and (5) the main local incentive for increased coordination between the vocational education community and CETA prime sponsors is "CETA money." This report discusses the rationale of the survey design, analysis of survey responses (which covers program administration, program operations, and program coordination), and conclusions. The appendixes include the legislative update, list of cities included in the analysis, survey instrument, and the signature sheet and instructions for completing the nonfinancial agreement. (HD)

ED 134 796 **CE 009 903**

Career Development Needs of Women. Survey.

Economic and Social Opportunities, Inc., San Jose, Calif.

Spons Agency—Metropolitan Adult Education Program, San Jose, Calif.; Office of Education (DHEW), Washington, D.C.; San Jose Unified School District, Calif.

Pub Date—May 75

Contract—OEG-0-74-1722

Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, Adults, Career Choice, Career Education, *Educational Needs, *Females, Labor Force Nonparticipants, *Needs Assessment, Occupational Aspiration, Program Development, Self Concept, Statistical Data, Statistical Surveys, Surveys, *Vocational Development, Working Women

Identifiers—*California (San Jose)

A survey was conducted to define the career development needs of women in five school districts which form the Metropolitan Adult Education Program (MAEP) area (San Jose, California). (The survey was a first step in a project to demonstrate the transferability of existing career development programs from other school areas to designated need populations within the MAEP area.) A random sample of 320 women were interviewed. Their responses comprised survey I. An additional 41 women were surveyed by telephone. These interviews comprised survey II. Questions asked in the survey attempted to assess the identification of women with occupational choice, recognition by women that any woman may need to work, preparation already made for work outside the home, and self-identified career development needs. Priority career development needs that were identified include the following: Women want and need to continue learning; women need to become more realistic about their future life situations; women need to learn how to make career related decisions; they need more career information and supportive services in order to continue their education; they desire a personalized atmosphere in continuing education courses; and some women (widely scattered) need citizenship classes. The report contains general findings of survey I and survey II including, conclusions, personal characteristics, career status, and preferences. Findings of survey I are also reported by district. An appendix contains the survey instrument, random walk instructions, a table on selected characteristics of sample census tracts, and census tract data. (TA)

ED 134 799 CE 009 906

Handley, Herbert M. And Others

Influence of Model Vocational Programs on the Attitudes of Rural Disadvantaged Adolescents.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi Univ., University. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—OEG-0-74-1683

Note—147p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adolescents, Comparative Analysis, *Demonstration Programs, *Disadvantaged Youth, Educational Research, High School Students, Program Effectiveness, Rural Youth, *School Attitudes, Senior High Schools, Special Programs, Student Attitudes, Student School Relationship, Vocational Development, *Vocational Education, *Work Attitudes

A study was conducted to determine whether the school and work related attitudes of students enrolled in model programs for training disadvantaged differed significantly from those of their counterparts who had no chance to take part in vocational education programs. Another goal of the study was to compare the affective characteristics of disadvantaged students from exemplary vocational programs with those of nondisadvantaged students in regular vocational education programs. Students came from schools in four geographical regions in rural Mississippi. Twenty attitudinal variables including 15 work values assessed by Super's Work Values Inventory, the Attitude Scale of Crites' Career Maturity Inventory, four attitude scores from Kilbane's Survey of Pupil Opinion, including perceptions of self-as-student, perceptions of teachers, social perceptions, and overall school attitudes were measured for the 278 subjects in the three groups. In addition, the overall attitudes of the disadvantaged group toward vocational education and instructors' rating of their progress in vocational classes were collected. Nine research questions probing inter-group relationships and within-group relationships for attitudes held by students in the quality programs were utilized to structure the study. Data were analyzed by use of a variety of univariate and multivariate statistical models. Special needs programs in Mississippi were found to be associated with development of more positive attitudes in disadvantaged students. Disadvantaged students in quality programs expressed more positive attitudes toward their vocational studies than were observed for regular vocational students. They also exhibited a profile of attitudes more like those of regular vocational students and less like those of disadvantaged youth in nonvocational studies. (LAS)

ED 134 800 CE 009 907

Ehresman, Norman D. Vincent, Roger D.

A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—G007500388

Note—116p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Exploration, College School Cooperation, Comprehensive Programs, Cooperative Education, Educational Coordination, Educational Research, Experimental Programs, Grade 9, Junior High Schools, *Junior High School Students, *Occupational Guidance, Program Descriptions, Program Evaluation, Student Attitudes, *Vocational Development, *Work Experience Programs

Identifiers—Career Maturity Index, Kentucky (Bowling Green), School Sentiment Index

Comprehensive work experience and vocational guidance activities were established at the middle school level and their effects on career maturity and attitudes toward school of ninth graders were tested. The project was conducted at the Bowling Green Junior High School (Kentucky) during the academic school year of 1975-76. (The school supports a comprehensive K-12 career education program; results of the study should not be generalized to school settings that do not offer a career oriented curriculum.) Experimental variables in the research design were the guidance oriented work experience component and the Life Career Development System (LCDS). The work experience component was conducted entirely on the Western Kentucky University campus. The LCDS was conducted in the junior high school utilizing joint university and public school teacher facilitation efforts. The Career Maturity Inventory (CMI) and the School Sentiment Index (SSI) were administered to all experimental and control subjects. Data was collected and reported from sponsors, students, parents, and teachers. Conclusions and recommendations were made based on empirical findings, programmatic results, and subjective observations. In general the study was viewed as a success, the major recommendation being that decisionmakers and curriculum specialists at State and local levels strongly consider implementation of career work experience programs for the junior/middle school as a major vehicle for sound curricular decisionmaking on the part of students. Appendixes comprise approximately one half of the document and include the teacher information sheet, parent information letter and permission slip, sponsor contracts, sponsor information sheet, School Sentiment Index, advisory committee abstract, agenda, and membership, third party evaluation/comprehensive guidance and work experience, and third party evaluation/LCDS. (TA)

ED 134 801 CE 009 909

Suver, J. Allen And Others

Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report.

Bellevue Community Coll. Wash.Bellevue Public Schools, Wash.Washington Univ., Seattle. Bureau of School Service and Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date—15 Jul 76

Note—114p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Advisory Committees, *Articulation (Program), *Career Ladders, *Career Opportunities, Child Care Occupations, Child Development, Clerical Occupations, College School Cooperation, Community Colleges, Curriculum Design, Educational Coordination, Health Occupations Education, *Information Dissemination, Medical Education, *Models, Nursing, Occupational Information, Office Occupations Education, Post Secondary Education, Program Development, Regional Cooperation, Secondary Education, Secondary Schools, Technical Institutes, *Vocational Education

Identifiers—Washington, Washington (Seattle)

A curricular articulation project was developed and conducted as a coordinated effort among ten school districts, two vocational-technical institutes, and three community colleges, comprising a regional area north and east of the city of Seattle. The purpose of the project was to test the feasibility of developing and conducting an articulation planning effort involving secondary schools, vocational-technical institutes (VTIs), and community colleges. A steering committee consisting of the vocational directors of each school district, VTI, and community college worked with the project director to develop and conduct the study. A survey of vocational course effort and current enrollments was conducted to identify and compare, on a common basis, program profiles among the three types of institutions. Based on this information, three subject areas were identified for curricular exploration and development by instructors from each of the three institutional levels. These areas were child development; business and office (secretarial, clerical); and health professions (nursing, health office support). Twenty-four instructors met in a series of workshops and developed career ladders, sample job titles, entry pay levels, and competency checklists for each step on the identified career ladders. Information was then developed which would be suitable for inclusion in advising brochures identifying institutions offering training for the various steps on the career ladders. (The career ladders and other occupational information, including that developed for the brochures, is appended.) (Author/HD)

ED 134 802 CE 009 911

Fallstrom, Charles M.

The Changing Secondary Education Scene: Implications for Vocational Education Research and Development. Occasional Paper No. 22.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Nov 76

Note—11p.

Available from—Center for Vocational Education, Ohio State University, Columbus, Ohio 43210 ($1.75)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Advisory Committees, Career Awareness, Changing Attitudes, Educational Change, Educational Research, *Educational Trends, High School Curriculum, Program Improvement, *Secondary Education, Speeches, Trend Analysis, Vocational Counseling, *Vocational Education

Half of this paper is the text of a lecture based on the author's philosophy of career education and stimulated program development, which he indicates was formulated during years of rapid change in our high schools. From his experiences as principal and instructional leader he draws conclusions regarding (1) common learnings which remain the heart of the curriculum (communication skills, quantitative skills, and the American heritage, history, and culture), (2) the need for career awareness programs to be a part of the curriculum from K-12, and (3) the need for community-advisory councils established to assist in planning and implementing programs in career awareness, consumer awareness, and vocational entry-work skill programs. The second half of this paper consists of the author's answers to five questions from the audience of educational research and development personnel. (HD)

ED 134 803 CE 009 912
Bottoms, James G.
Implications of the New Vocational Education Legislation for Program Research and Development. Occasional Paper No. 23.
Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—Dec 76
Note—13p.
Available from—Center for Vocational Education, Ohio State University, Columbus, Ohio 43210 ($1.75)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Education, Educational Change, *Educational Development, *Educational Legislation, Educational Policy, *Educational Research, *Federal Legislation, Federal Programs, Management, Occupational Guidance, Program Improvement, Speeches, *Vocational Education

Half of this paper is the text of a lecture based on the author's observation regarding the structure, nature, and emphasis of vocational research activities as affected by the Education Amendments of 1976. Focus is on consolidation, program improvement, low risk activities, research and development emphasis, and vocational research and development as a vocational subsystem. Specific areas in which vocational education research and development are to direct attention are also discussed: Populations, staff concerns, management elements, and career guidance as an area of emphasis. The second half of the paper consists of the author's answers to 10 questions from the audience of educational research and development personnel. (HD)

ED 134 804 CE 009 913
Gibson, Robert L. Mitchell, Marianne H.
Identification of Effective Concepts and Practices in Placement and Follow-Up Services and Incorporation into Pre and/or Inservice Training of Local Personnel to Implement Local Placement and Follow-Up Efforts. Technical Report.
Indiana Univ., Bloomington. Dept. of Counseling and Guidance.
Pub Date—Feb 76
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Counselor Role, Counselor Training, Employment Counselors, Guidance Functions, Guidance Services, *Job Placement, Post Secondary Education, Program Design, *Program Effectiveness, Secondary Education, State Surveys, *Student Personnel Services, *Student Placement, Success Factors, *Vocational Followup
Identifiers—Indiana

A study was conducted to identify placement and followup practices common to successful programs, and to strengthen those aspects of pre- and/or inservice training which prepare local counseling and guidance personnel to function more effectively in implementing local placement and followup efforts. A total of 3,218 schools from 26 states were initially surveyed. Detailed data were collected from 130 of these schools or school systems. Followup visits were made to 11 of these. Additionally, information gathering visits were made to three State Departments of Public Instruction. Review of the data collected from these sources indicates that school placement and followup programs, regardless of size or setting, still place more emphasis on curricular and college placement and followup than on employment placement and followup. The more successful placement services seemed to proceed by (1) appointing advisory committees; (2) undertaking surveys of student needs and employment opportunities; (3) communicating the program to students, parents, and employers, as well as to school faculties; and (4) organizing and administering the actual placement and followup of students. It was found that the majority of those responsible for employment placement had little specific training and often limited experiences relevant to this activity. A placement handbook entitled "A Guide to Developing School Based Placement and Follow-Up Programs" was prepared and distributed. (TA)

ED 134 805 CE 009 915
Herschbach, Dennis R., Comp. And Others
Cooperative Work Experience. An Annotated Resource Guide.
Maryland Univ., College Park. Dept. of Industrial Education.
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date—75
Note—219p.; For a related document see CE 009 916
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Annotated Bibliographies, Career Awareness, Career Exploration, Careers, *Cooperative Education, Instruction, Instructional Materials, Program Administration, Resource Guides, *Resource Materials, Secondary Education, Skill Development, Teacher Improvement, Vocational Counseling, Vocational Development, Vocational Education, *Work Experience Programs

Designed to aid the teacher coordinator in finding current and readily available resource materials relating to program operation and instruction in cooperative education programs, this guide lists over 500 items with abstracts intended to assist the reader who may be looking for ideas, information, or instructional aids. The guide is organized into three parts. Part 1 lists resources dealing with program operation under the categories of program administration, classroom management and instruction, and counseling and career awareness. There is also a section on selected research relating to cooperative work experience. Part 2 lists instructional resources for use by the coordinator with students under headings of career exploration, job entry and adjustment, personal adjustment, and job training. Items in the job training section are subdivided into 28 occupational categories. Part 3 contains addresses of the publishers and film distributers plus additional sources of information. (A supplemental guide, "Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped," is also available.) (HD)

ED 134 806 CE 009 916
Herschbach, Dennis R., Comp. And Others
Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped.
Maryland Univ., College Park. Dept. of Industrial Education.
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date—76
Note—146p.; For a related document see CE 009 915
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Annotated Bibliographies, Basic Skills, Career Awareness, Cooperative Education, *Handicapped Students, Job Skills, Program Development, Resource Materials, Secondary Education, Skill Development, Vocational Adjustment, *Vocational Education, *Work Experience Programs

This annotated resource guide designed to aid the vocational teacher of the handicapped contains over 300 citations, each with a short abstract. The resources are listed under seven major categories: (1) Aids for Educators lists 31 citations that relate to the teaching of specific handicapped groups, such as the mentally retarded or deaf, and a number of resources for general use with handicapped students as well as materials which will provide a theoretical and conceptual background for many of the problems encountered by the student. (2) Home and Community Resources (32 abstracts) includes items that should aid the teacher in developing a link between the school and the home and community. (3) The Life Skills section (78 abstracts) covers a wide number of life situations that are commonly encountered by the young adult ('coping skills" such as how to use credit, insurance, and banking services). (4) Related Skills is divided into two parts–resources relating to the development of basic language arts skills, (20 abstracts) and resources relating to the development of basic math skills (15 abstracts). (5) Career Awareness includes 35 citations that provide a variety of career exploration activities and materials for different student groups. These materials are suited for both group and individual instruction. (6) Job Entry and Adjustment includes 55 abstracts of materials designed to help students successfully enter and hold a job. Such topics as the interview, work attitudes, job safety, getting along with coworkers, and the pay check relate to nontechnical skills necessary for succeeding on the job. (7) Job Training includes 118 citations that relate to skill training in a number of selected occupational areas. These materials have been developed for use with handicapped students or their teachers. They are alphabetized by title within 24 occupational areas. The materials included in this section can be used to supplement on-the-job training either by outside self-study or in-class related work. Sources of additional resource materials and addresses of publishers and film distributors are included. (HD)

ED 134 807 CE 009 926
Pincus, John Pascal, Anthony H.
Education and Human Resources Research at Rand.
Rand Corp., Santa Monica, Calif.
Report No.—P-5748
Pub Date—Jan 77
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Educational Finance, Educational Policy, Educational Principles, *Educational Research, Educational Technology, Equal Opportunities (Jobs), Higher Education, *Human Resources, Interdisciplinary Approach, Manpower Development, *Policy Formation, Public Policy, Racial Integration, Relevance (Education), Research Methodology, *Research Projects, *Research Reviews (Publications), Research Utilization, Social Discrimination, *Social Science Research, Welfare, Welfare Problems

Identifiers—*Rand Corporation

Research projects are reviewed which are representative of the Rand Corporation's education work as it affects policy, management, and research methods. Significant characteristics or results of the projects and studies are briefly described under general categories of education studies and human resources research. Education studies are grouped under the following headings: How Well Do New Approaches Work? How Do Educational Organizations Function? School finance: Problems and Remedies; Schooling, Desegregation, and Discrimination; and Other Studies (Higher Education, Education of the Handicapped, Educational Technology, and Management and Research Policy). Human resources research is discussed and recent projects are reviewed under these headings: Education and Work, Analysis of Educational Personnel Systems, and Research on Welfare Problems. Earlier human resources studies are described under three topics: Equal Opportunity, Employment and Labor Markets, and Welfare. The final section discusses what was learned about education and about human resources policies. A 90-item bibliography lists the project reports. (TA)

ED 134 808 **CE 009 930**

Morrison, Peter A. Wheeler, Judith P.

Working Women and "Woman's Work": A Demographic Perspective on the Breakdown of Sex Roles.

Rand Corp., Santa Monica, Calif.
Report No.—P-5669
Pub Date—Jun 76
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Demography, *Employment Patterns, Employment Trends, Family (Sociological Unit), Family Status, *Family Structure, Feminism, Housewives, *Sex Role, Sex Stereotypes, Social Attitudes, Social Change, Sociocultural Patterns, Trend Analysis, Work Attitudes, *Working Women

This paper examines several recent demographic trends that furnish insights into changing views of women's roles and family arrangements among young people: (1) The rising proportion of women (especially wives with young children) in the labor force, (2) their increasing representation in traditionally "male" occupations, (3) later age at first marriage, (4) the increasing incidence of "nonfamily" living arrangements, and (5) the decline in family size expectations. These trends indicate a weakening of sex-role stereotypes and greater flexibility in family living arrangements. The present younger generation has been steeped in ideas of sexual equality and in turn promotes them. This change may eventually stimulate the development of a whole new industry–the housework industry–and the desexing of "woman's work" thanks, ironically, to women working. (Authors)

ED 134 809 **CE 009 940**

Tetzlaff, Mary K.

S.O.S.: Success Oriented Service.

Triton Coll., River Grove, Ill.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date—76
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Community Colleges, *Disadvantaged Youth, Educationally Disadvantaged, Guides, *Handicapped Students, Individual Instruction, Inservice Teacher Education, Junior Colleges, Program Descriptions, *Program Development, Resource Guides, Resource Materials, Special Programs
Identifiers—Illinois, Triton College

Developed as part of an effort to serve disadvantaged and handicapped students at Triton College (a community college), this handbook is designed to (1) acquaint faculty, and other educators, with a grant project at the college, (2) increase faculty and educators' awareness of the needs of disadvantaged and handicapped students, and (3) to expand the knowledge of faculty members and educators regarding resources, services, and techniques available for disadvantaged and handicapped students. This handbook is also intended as a method of communicating with a very large number of faculty, the majority of which are part-time. Problems and needs of Triton College (Illinois) in particular are focused on, enabling the handbook to be used as a basis of inservice. Specific sections include (1) Definitions and Referral, (2) Campus Resources, (3) Professional Development Materials, and (4) Awareness Activity. (Author)

ED 134 810 **CE 009 950**

To Amend Certain Federal Statutes to Enhance the Effectiveness of Job Training Programs in Penal Institutions. Hearing before the Subcommittee on Labor Standards of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—76
Note—87p.; Second Session on H.R. 2715, to allow the distribution in interstate commerce of goods produced by prison inmates who are paid not less than the prevailing minimum wages as determined for purposes of the Walsh-Healey Act
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Correctional Education, *Corrective Institutions, *Federal Legislation, *Job Training, Labor Standards, Marketing, *Minimum Wage, *Prisoners, Program Effectiveness, *Program Improvement, Vocational Rehabilitation, Wages

A hearing before the subcommittee on labor standards was held to receive testimony on a bill, H.R. 2715, to amend Federal statutes to improve the effectiveness of job training programs in penal institutions. H.R. 2715, sponsored by Congressman Albert H. Quie of Minnesota, would permit the distribution in interstate commerce of goods produced by inmates who are paid not less than the prevailing minimum wages. Congressman Quie stated that the objectives of the bill are to provide prisoners with vocational training in fields which exist outside of prison and to pay them wages for the goods produced. Minnesota and other States are setting up prison work programs wherein private industry operates production components in correctional institutions and hires inmates as their work force. Such programs have been limited by the restriction of interstate sales of prisoner-produced goods because of unfair competition with private companies. The minimum-wage provision in H.R. 2715 would permit competitive wages and improve the marketability of the products. The higher wages paid to the prisoners would improve their motivation, productivity, and finances when released. This document includes the text of H.R. 2715, statements of Congressman Quie and persons involved in the Minnesota Prisons Work Program, and other prepared statements and supplemental materials. (MF)

ED 134 811 **CE 009 952**

Elementary and Secondary Career Education Act of 1976. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D. C. February 2, September 13 and 20, 1976.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—76
Note—222p.; Hard copy not available due to small print type throughout document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrator Attitudes, Attitudes, *Career Education, *Educational Legislation, *Educational Needs, Educational Planning, Educational Policy, Educational Problems, Elementary Secondary Education, Federal Aid, *Federal Legislation, Federal Programs, Opinions, Post Secondary Education, State Programs, Teacher Attitudes
Identifiers—*Elementary Secondary Career Education Act

The full texts of all prepared statements and supplemental materials presented during three days of hearings (second session) held on H.R. 11023 are contained in this document. Statements are made by (1) State coordinators of career education, (2) program directors, teachers, and representatives from State universities and local schools, and (3) representatives from Federal agencies, State and national advisory councils, and various business organizations. The statements, letters, and supplemental material present national, local, and institutional concerns regarding increased emphasis in elementary and secondary schools on job awareness, exploration, decisionmaking, and planning. (TA)

ED 134 813 **CE 009 978**

An Analysis of Tasks Performed by District Supervisors of Trade & Industrial Education in Alabama.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.
Report No.—RCU-A-76-018
Pub Date—1 Dec 76
Note—215p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Administration, *Administrative Personnel, *Job Analysis, Leadership, *Role Perception, School Districts, Secondary Education, Supervision, *Supervisory Activities, Supervisory Methods, Task Analysis, Task Performance, Trade and Industrial Education, *Vocational Directors
Identifiers—Alabama

The purpose of the study was to define and describe the role of the district supervisor of trade and industrial education as perceived by the district supervisor and by the clientele that he/she serves (day trade instructors, coordinators, and local vocational administrators). The scope of the study was limited to trade and industrial education at the secondary level. Descriptive survey research method was used. Forty-five supervisory tasks were selected by two juries of experts for inclusion on the instrument. Each task was assigned to one of four areas of supervision by a second jury of experts. Respondents were asked to rate the importance of each of the tasks and the frequency with which each was performed. The population consisted of 8 district supervisors, 107 coordinators of trade and industrial education, 215 day trade instructors, and 65 local vocational administrators. Results showed a high level of agreement among all groups as to the way they ranked the importance of and frequency of tasks of the district supervisor. District supervisors tended to rate the tasks as being more important and performed more frequently than did any other group. Transmission of information between the State department of education and local programs of trade and industry was perceived by the district supervisor and his reference groups as among his/her most important duties. No group considered preparation of reports and written materials among the most important tasks, even though it was thought to be one of the most frequently performed. Seen as among the most important tasks of the district supervisor was providing leadership and assistance in the improvement of teaching techniques and informing teachers of new developments in equipment and resources. Recommendations are given, and the task list with complete data analysis is included. (LAS)

ED 134 814 CE 009 985

Stephenson, Robert W. Burkett, James R.

On-the-Job Training in the Air Force: A Systems Analysis. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.; Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-75-83

Pub Date—Dec 75

Contract—F41609-72-C-0036

Note—117p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Personnel, Administrative Policy, Administrator Attitudes, Administrator Role, *On the Job Training, Program Attitudes, *Program Effectiveness, Program Evaluation, *Program Improvement, Record Keeping, Staff Role, Staff Utilization, Supervisors, Surveys, Systems Analysis, Trainees

Identifiers—Air Force, United States

A systems analysis of the Air Force On-the-Job-Training (OJT) System was conducted to describe its operation, structure, requirements, and functions, and to develop new or improved methods and alternatives for evaluating the effectiveness of OJT programs. Seven major command headquarters locations were visited for the purpose of discussing possible ways of improving the system with OJT staffs and to discuss plans to make site visits to field-activity locations. The staffs were asked to comment on plans for field activity questionnaires and to evaluate preliminary ideas for improving OJT programs. A number of base-level field-activity locations were then visited. An analysis was made of OJT policies and procedures at each location. Ways of improving the OJT program were discussed with OJT administrators and work-center superintendents. Questionnaires were criticized and refined by small groups of work-center superintendents, OJT administrators, and trainees. On later site visits, some data was gathered using these questionnaires. Seventeen problem areas were identified during the visits and conferences. The nature of each problem area was defined, in part, by reactions of work-center superintendents and OJT administrators to specific suggestions for improving the Air Force OJT program. Three complete revisions were made and 75 recommendations were under consideration when the field-activity visits ended. Additional information about problem areas was obtained by analyzing survey data collected by the Air Force OJT Advisory Service in their 1973 survey of 1,592 OJT supervisors and 1,580 trainees. Thirty tentative conclusions were drawn. Specific recommendations for program changes were made, including recommendations for field tests and surveys to validate those conclusions that require additional information prior to wide-scale implementation. The specific conclusions and related recommendations, along with individual priority ratings, are included in the report. (LAS)

ED 134 815 CE 009 990

Physician Assistant. Curriculum Resource Document. Volume I: Role Delineation. Final Report.

American Academy of Physicians' Assistants, Arlington, Va.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date—24 Dec 76

Contract—HRA-231-75-0209

Note—62p.; For a related document see CE 009 991

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Curriculum Development, Instructional Programs, Job Analysis, *Job Skills, Medical Education, *Occupational Information, *Physicians Assistants, *Primary Health Care, Resource Materials, *Task Analysis, Technical Education

Both the project report and the resultant role delineation for entry level physician assistants are included in this first volume of a two-volume report of a study which had two major purposes: (1) To further develop a role delineation for the assistant to the primary care physician and (2) to provide an educational resource for those involved in training physician assistants. An introductory section describes the activities: Scope of work, methodology, people involved, list of physician assistant programs surveyed, and the two products (role delineation and curriculum resource guide.) A second section considers in more detail the methodology, future work, and components of role delineation. The last half of the document consists of the role delineation which was developed: the minimum basic major and specific responsibilities and competencies for the entry level physician assistant. (Volume II is the curriculum resource guide which was developed based on the role delineation.) (LAS)

ED 134 817 CE 010 038

Dixon, Marjorie C.

Office Occupations' Curriculum for the Male Community College Student.

Pub Date—Dec 76

Note—146p.; Master's Thesis, University of San Francisco

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Business Education, *Clerical Occupations, College Curriculum, Community Colleges, Curriculum Evaluation, Curriculum Research, *Employer Attitudes, Employment Opportunities, Junior Colleges, *Junior College Students, *Males, Masters Theses, Needs Assessment, *Office Occupations Education, Office Practice, Sex Stereotypes, *Student Attitudes, Surveys, Vocational Interests

Identifiers—California (Alameda)

The research reported in this master's thesis was undertaken to determine whether a need exists for an office occupations curriculum for male students and, if so, to propose such a curriculum. Male students at the College of Alameda, California, were surveyed for expressed interest in office occupational employment, with certain demographic data as indicators which could be useful in identifying potential enrollees for the proposed curriculum. A review of the literature indicated that there is both a market for qualified male applicants in office occupations and a need for a curriculum to attract and train them. In the student survey more than 75% of the sample showed interest in the proposed curriculum. Course content for clerical occupations for male community college students is outlined, along with philosophy, objectives, task categories, and materials. Potential employers in the Alameda area, surveyed as to their willingness to hire male clerical employees and also for their evaluation of the proposed curriculum, overwhelmingly evaluated the curriculum as effective training. The need for an interest in an office occupations curriculum for males at the community college level was therefore supported and further, the proposed curriculum was considered to be successfully validated. The thesis includes statistical data from the study, the student and employer questionnaires, and the proposed curriculum. (MF)

ED 134 818 CE 010 040

Frost, Harold J. Steingress, Frederick M.

Stationary Engineering. Science Manual–2.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of [illegible]onal Education.

Report No.—ST-190

Pub Date—Jan 77

Note—392p.; For a related document see CE 010 041

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.00 plus postage)

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Engineering, *Engineering Education, Instructional Materials, *Science Activities, Science Curriculum, Senior High Schools, Textbooks, *Trade and Industrial Education, Vocational Education

Identifiers—*Stationary Engineering

This second-year student manual contains 140 brief related science lessons applying science and math to trade activities in the field of stationary engineering. The lessons are organized into 16 units: (1) Introduction to Stationary Engineering, (2) Engineering Fundamentals, (3) Steam Boilers, (4) Boiler Fittings, (5) Boilerroom System, (6) Feed-Water Accessories, (7) Steam Accessories, (8) Fuels, (9) Combustion Accessories, (10) Combustion, (11) Boiler Plant Instruments, (12) Boiler Water Conditioning, (13) Compressed Air System, (14) Electrical Systems, (15) Operation, and (16) Service and Maintenance. Each lesson includes objectives, textual information (sometimes including diagrams or other illustration), list of references, and assignment(s). (Lesson plans for the teacher are in a separate volume, "Stationary Engineering. Science 2. Teachers Guide.") (HD)

ED 134 819 CE 010 041

Frost, Harold J. Steingress, Frederick M.

Stationary Engineering. Science 2. Teachers Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—ST-191

Pub Date—Feb 77

Note—152p.; For a related document see CE 010 040

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Engineering, *Engineering Education, Lesson Plans, *Science Activities, *Science Curriculum, Senior High Schools, Teaching Guides, *Trade and Industrial Education, Vocational Education

Identifiers—*Stationary Engineering

This teachers guide to be used with the second-year student manual, "Stationary Engineering Science Manual–2," contains 140 lesson plans, corresponding to the lessons in the student manual. The lessons are brief and each involves concrete trade experiences where science is applied with 26 lessons also involving mathematical problems used in the respective trades. Lessons are organized into 16 units: (1) Introduction to Stationary Engineering, (2) Engineering Fundamentals (3) Steam Boilers, (4) Boiler Fittings, (5) Boilerroom Systems, (6) Feed-Water Accessories, (7) Steam Accessories, (8) Fuels, (9) Combustion Accessories, (10) Combustion, (11) Boiler Plant Instruments, (12) Boiler Water Conditioning, (13) Compressed Air System, (14) Electrical Systems, (15) Operation, and (16) Service and Maintenance. Each lesson plan lists objectives, aids, teaching procedures, notes on content, summary and testing, and appropriate assignment number in the student manual. (HD)

ED 134 820 CE 010 043

Havens, Cheryl C.

Articulation for Allied Health. Final Report. Omnibus Dissemination Project.

Kentucky Research Coordinating Unit, Lexington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—130p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Articulation (Program), Career Ladders, Certification, Credits, *Curriculum Design, Degree Requirements, Educational Certificates, Health Occupations, *Health Occupations Education, *Medical Assistants, Medical Laboratory Assistants, Medical Technologists, *Models, Post Secondary Education, Secretaries, State Programs, State Universities, Vocational Education

Identifiers—*Kentucky

There exists in health occupations education, two types of educational institutions. One type prepares students for a certificate, and the other for a degree. The objective of the Articulation Project for Allied Health was to establish and document a procedure by which students with technical certificates could receive college credit, recommending the most logical and educationally sound method of accomplishing credit transfer with minimal loss of credit. The methodology involved in the project was to assimilate accumulated data and recommendations and to conduct interviews with professionals involved in the various fields of study. The professions chosen for this study were (1) certified laboratory assistants, (2) radiologic technologists, (3) certified operating room technicians, and (4) certified respiratory therapy technicians. A fifth area, that of medical secretary/medical assistant, was also examined and though a model could not be developed, an assessment was made of the various degree and nondegree programs in Kentucky with regard to the development of a career ladder. The quality of instruction required for AMA (American Medical Association) national accreditation of programs was considered a basis for evaluation of vocational program essentials. Beyond determining program essentials, specific procedures by which credit could be awarded to graduates of vocational-technical health occupations programs was delineated in the project. (A description of major activities and summary of the program articulation models for the five professions are included in the report.) (HD)

ED 134 821 CE 010 050

Hoyt, Kenneth

Career Education Implications for Counselors. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—77

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01619-2, $0.55, minimum charge of $1.00 for each mail order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, *Change Strategies, Concept Formation, Cooperative Planning, *Counseling Goals, Counselor Characteristics, *Counselor Functions, *Counselor Role, Counselor Training, Educational Needs, Guidance Counseling, Guidance Objectives, Higher Education, Job Placement, *Occupational Guidance, Student Placement

The set of four papers contained in this monograph focus on the counselor's importance in implementing a career education effort. The first paper, "Career Education: Challenges for Counselors," proposes a set of suggested changes in role and functions for school counselors. While covering a wide range of activities, it centers attention on the key importance of the counselor as a member of the career education "team." The second article, "Career Education and Counselor Education," addresses the problem of finding and focusing on an appropriate response to career education on the part of counselor education. A number of alternative actions counselor educators might consider for collaborating with career education are suggested. In the third article, "Career Guidance, Career Education, and Vocational Education," an attempt is made to conceptualize differences among these three concepts. The paper suggests that, while career education needs professional counselors, it is neither a synonym nor a substitute for career guidance. The final paper, "The Role of Career Counseling and Placement in the College and University," addresses counseling in the college and university setting. General implications for change are discussed. (TA)

ED 134 822 CE 010 053

Bender, Myron

Development of Instructional Materials for Industrial Arts Education in North Dakota. Final Report. Research Series No. 47.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Note—137p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Curriculum Design, Educational Philosophy, *Industrial Arts, Instructional Materials, *Material Development, Occupational Clusters, Program Improvement, Secondary Education, *State Curriculum Guides, *Trade and Industrial Education, Vocational Education

Identifiers—*North Dakota

As phase 2 of the long-range plan to improve the teaching/learning process for industrial arts education in North Dakota secondary schools, a project was conducted to prepare curriculum materials vital to the implementation of the suggested curriculum structure outlined in phase 1. The project objective was to develop a draft copy of a curriculum guide for industrial arts education in secondary schools. Specific goals were (1) to determine the philosophical rationale for each of the five instructional areas outlined in the suggested master plan (insights into industry and technology, graphic communication, manufacturing, construction, and energy/power), (2) to establish objectives for conducting learning activities in each of the five areas, to identify and structure the body-of-knowledge for each of the areas, (4) to develop a common format to be used in the preparation of instructional units, and (5) to develop instructional units for each of the five cluster areas. The draft copy of the curriculum guide was printed and made available to selected teachers who will be field testing during the 1976-77 academic year within eight different school settings. The report briefly describes methods and procedures, findings and analysis, and conclusions and recommendations. Most of the report consists of appendixes including an outline of the format for the instructional materials; rationale, goals, and curriculum design for the program; and draft copies of the curriculum guides for each of the five instructional areas. (HD)

ED 134 823 CE 010 057

Blue, James L. And Others

Occupational Communications Skills Analysis. Final Report.

Washington State Commission for Vocational Education, Olympia.

Spons Agency—Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C.

Pub Date—May 76

Contract—OEG-0-74-1726

Note—314p.

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Agricultural Occupations, *Communications, *Communication Skills, Curriculum Development, Curriculum Planning, Health Occupations, Job Analysis, *Occupational Information, Occupational Surveys, *Occupations, Office Occupations, Oral Communication, Research, *Skill Analysis, Technical Occupations, Verbal Communication, Vocational Education, Writing Skills

Since speaking, writing, listening and reading are used daily in the performance of virtually all jobs for which vocational training is available, a project was conducted with the following objectives: (1) To determine basic communication skills that are common to jobs in seven occupational fields, (2) to identify the basic communications skills needed for employee entry level competency, and supervisor level competency, and (3) to disseminate the project results. Employees and supervisors from 30 occupational clusters answered written questionnaires about the communications skills involved in sending communications and receiving communications. Skills were divided into ways of communicating, kinds of information, and effectiveness of communications. Job categories were selected on the basis of existing programs, projected programs, and an Employment Security list of projected needs. In general, it was found that questionnaire respondents relied heavily on oral communications for both sending and receiving communications on a job. Talking and listening to one person face-to-face was reported as the most frequent way of communicating. Communication curricula, based on a task analysis of the job, should be developed in all vocational fields and should emphasize the development of one-to-one, face-to-face talking and listening skills and informal writing skills. The bulk of this report consists of tables and graphs depicting results for the seven occupational groups as well as for individual occupations within those groups. Major occupational categories are agricultural, business and office, distributive and marketing, health, home and family life, technical, and trade and industrial. Appendixes contain the questionnaires used with employees, supervisors, employee advisory groups, and supervisor advisory groups. (Author/HD)

ED 134 824 CE 010 065

Minding Your Own Small Business. Simulation Game 1.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9030

Note—196p.; For related documents see CE 010 065-068

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, *Career Exploration, Decision Making Skills, Instructional Materials, *Management Games, Marketing, Merchandising, Retailing, Senior High Schools, *Simulation, *Skill Development, Vocational Education

Identifiers—*Small Businesses

Designed as an integral part of a one-semester course in small business ownership and management for high school students, this first of two simulation games is intended to be introduced after the students have received a general introduction to the principles of small business ownership and management. The game is divided into two segments–Starting a Business and Running a Business. The first section emphasizes choosing a location; the second segment emphasizes recordkeeping and the effect of pricing. Each segment is intended to take four consecutive class periods to play with a break of up to two weeks between the segments. In the game the students start and run simulated businesses with the objectives of applying the principles they have learned in class and of developing decisionmaking skills. Included in the manual are teaching-learning objectives, the teacher's guide to daily lessons (complete instructions for preparation, materials, classroom setup, student activity, discussion, evaluation, etc.), and the complete game materials. (The teacher's manual for the course of which the game is a part is bound separately.) (TA)

ED 134 825 CE 010 066

Minding Your Own Small Business. Simulation Game 2.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9030

Note—347p.; For related documents see CE 010 065-068

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, *Career Exploration, Decision Making Skills, Instructional Materials, *Management Games, Marketing, Merchandising, Retailing, Senior High Schools, *Simulation, *Skill Development, Vocational Education

Identifiers—*Small Businesses

Designed as an integral part of a one-semester course in small business ownership and management for high school students, this second of two simulation games is intended to be introduced at the end of Unit 2, "The Market is People," and completed in Unit 3, "Dollars and Decisions." The game is divided into two segments–Starting a Business and Running a Business. The first segment, designed for six class periods, emphasizes making a business plan. The second segment designed for nine class periods, emphasizes continuous business planning. (The entire game focus is on the importance of marketing and financial planning in successful business management and the importance of participation in community and business organizations. The simulation experience is intended to assist the students in developing planning skills by providing an opportunity for them to make a plan, receive an evaluation of it, put the plan into effect, see the results of the plan, and revise the original plan in response to changing condition.) Included in the game manual are (1) the game description (overview, objectives, the game model, and evaluation of players' performance); (2) the teacher's guide to daily lessons (complete instructions for preparation, materials, classroom setup, student activity, discussion, etc.); and (3) the complete game materials. (The other game and the teacher's manual for the course of which the games are a part are bound separately.) (TA)

ED 134 826 CE 010 067

Minding Your Own Small Business. Teacher's Manual.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9030

Note—357p.; For related documents see CE 010 065-068

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, Career Exploration, Course Content, Curriculum Guides, *High School Curriculum, Instructional Materials, *Job Skills, Learning Modules, Management Games, Manuals, Marketing, Merchandising, Resource Guides, Resource Materials, Retailing, Secondary Education, Simulation *Skill Development, Teaching Guides, Teaching Methods, Teaching Techniques, Vocational Education

The one-semester high school course in small business ownership/management for which this manual is designed is intended to easily articulate with both general and vocational education curricula. Focus of the course is on general management skills with opportunity to develop and practice problem solving, decisionmaking, and resource management. Included in the manual is the entire curriculum outline divided into content (the topic of each module, a brief summary of the content, and concepts and objectives) and process (estimated time to cover the content of the module, the particular teaching strategy used, and the preparation necessary to teach the module). The 35 modules are divided into four units: "The Sixteen Hour Day," "The Market is People," "Dollars and Decisions," and "Managing for Success." (Two small business simulation games which are an integral part of the curriculum, 23 class periods, are bound separately.) Also included in this manual are (1) sample evaluations for each of the units with questions of both an objective and subjective nature, (2) copies of all the student information sheets needed, (3) a list of references to other materials related to the content of each module, (4) a glossary of relevant terminology, and (5) an annotated bibliography covering the subject of small business. (TA)

ED 134 827 CE 010 068

Minding Your Own Small Business. Final Report.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—OEC-0-74-9030

Note—11p.; For related documents see CE 010 065-068

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, *Career Exploration, Course Evaluation, Courses, *Curriculum Development, Management Games, Program Descriptions, Senior High Schools, Simulation, Teaching Methods, Vocational Education

Curriculum development efforts, pilot testing, and recommendations are described for a one-semester course on small business ownership and management at the secondary school level. The entire curriculum was developmentally tested on ten high school students. Revisions were made during and after each session based on student critiques and instructor observations. A pilot test of the curriculum was conducted in the fall of 1975 at a local area high school, which resulted in further revisions. Recommendations made include the following: (1) Implementation: This curriculum should be offered in secondary schools as part of general education programs, not exclusively as a "vocational" course, and preferably not limited to those interested in business or economics. It should be made available to all students, and its description in the course catalogues should make clear its generic nature. (2) Marketing: Given the interest in the curriculum expressed by State boards of education, directors of vocational programs, and secondary school teachers during curriculum development, it is recommended that marketing efforts be directed toward disseminating the curriculum rather than creating a demand for it. (3) Pilot testing: The pilot test conducted was not of sufficient size from which to generalize about the curriculum's effectiveness and usability. Further testing is recommended to establish its validity for widespread use. (TA)

ED 134 828 CE 010 069

An Urban Career Education Project in the Mississippi Delta. Final Report.

Mississippi State Board for Vocational Education, Jackson.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Jul 76

Contract—OEG-0-73-5275

Note—130p.; Illustrations may not reproduce clearly

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Education, *Career Education, *Career Exploration, Comprehensive Programs, *Curriculum Development, Elementary Secondary Education, Employer Attitudes, Inservice Teacher Education, Job Placement, Occupational Guidance, Parent Attitudes, Program Descriptions, Program Development, Program Effectiveness, Program Evaluation, Public Relations, *School Community Relationship, *School Industry Relationship, Teacher Attitudes, Urban Schools, *Vocational Development

Identifiers—Mississippi

The 3-year exemplary project whose overall objective was the establishment of comprehensive career-centered activities for grades 1 through 12, is described in this report. The introductory section presents a summary of the project which outlines goals and objectives and procedures (administrative structure, developing community support, awareness activities, exploration activities, preparation and guidance activities, postsecondary and adult activities, inservice training activities, and evaluation activities). The remaining six sections cover Problems, Goals and Objectives, Description of Project, Major Activities and Accomplishments, Third Party Evaluation, and (Project) Summary and Conclusions. The third party evaluation, which covers the majority of this report, contains data analysis on surveys conducted to gather opinions from teachers, students, parents, and businesspersons in the school district. Major conclusions presented in the evaluation are these: (1) Public relations efforts with business and industry were successful and parental and teacher involvement was more than adequate, (2) the career staff planned and organized appropriate career-related activities at all levels which resulted in higher scores concerning knowledge of careers for students participating in the career project (experimental groups) than for students not involved in a career project (control group), and (3) students in the experimental groups demonstrated a more positive attitude toward careers than did students in the control group. (TA)

ED 134 829 CE 010 070

Hanby, Gary L.

The Tennessee Exemplary Project in Career Education. Final Report.

Greeneville City Schools, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 76

Contract—OEG-0-73-5284

Note—173p.; For a related document see CE 008 028

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrator Attitudes, *Career Education, *Comprehensive Programs, Demonstration Projects, Educational Assessment, Elementary Secondary Education, Post Secondary Education, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Program Planning, School Community Relationship, Student Testing, Teacher Attitudes

Identifiers—*Tennessee

Covering the period of 1973-76, the Tennessee Exemplary Project in Career Education (TEPCE) was designed to develop a comprehensive career education program, in the Greeneville and Greene County, Tennessee, schools. Objectives for each level in the educational program were established for the awareness (K-5), exploration (6-8), preparation (9-12), and placement (postsecondary) phases of the program. Results of student testing of some 95 project and control groups, utilizing the Crites Maturity Inventory (CMI), the Crites Competence Maturity Inventory (CCMI), the Gordon Occupational Check List (GOCL), the Tennessee Self-Concept Scale (TSCS), the Self-Observation Scale (SOS), and the Revised Westbrook Occupational Maturity Test, were mixed, but primarily were positive. Mean scores on the CMI, the CCMI, and the GOCL showed generally positive increases pre- and posttest (when compared to control groups), but SOS results were mixed. Subjective evaluation of TEPCE by teachers, administrators, students, and community were very positive. TEPCE offered training for staff, opportunities for staff growth through travel and program planning, a focal point of community involvement, and provided some opportunities and experiences for students that otherwise would not be available. Appendixes contain forms and materials used in the project. (TA)

ED 134 830 CE 010 071
Feirer, John L.
Metrication of Technical Career Education. Final Report. Volume I.
Western Michigan Univ., Kalamazoo. Center for Metric Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Apr 76
Contract—OEG-0-72-1868
Note—414p.; For a related document see CE 010 072
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors—*Industrial Arts, *Instructional Materials, *Material Development, *Metric System, Post Secondary Education, Secondary Education, Teacher Educator Education, Teacher Seminars, Technical Education, Trade and Industrial Education, Transparencies, *Visual Aids, Vocational Education, Vocational Education Teachers

The purpose of this study is to help the industrial and vocational education fields to use the metric system, primarily in the area of industrial arts from the seventh through the fourteenth year. Specific objectives of the study were to evaluate the changeover to the metric system in other countries, to analyze selected occupations in technical areas to determine what measuring competencies would be affected by the conversion, and to develop a series of learning modules and related materials. Seven kits of materials–primarily transparency masters–were developed in major technical areas with the help of an international advisory board from major industries going metric. Regional and national seminars were offered to industrial teacher educators to acquaint them with metrics and the problems of converting their programs, and each industrial teacher education institution in the U.S. which prepares vocational and technical teachers was provided with a complete pecket of the materials (included in Volume II of this report). Evaluation of the materials, made through followup study of all schools using the materials showed they were found to be useful. Included in the report are curriculum analyses for metric conversion for drafting, general metals, machine shop, woodworking, residential building construction, and graphic arts. Also included are a list of the institutions and individuals attending the teacher educator seminars, seminar course outline, and the educators' comments on the materials. (MF)

ED 134 831 CE 010 072
Feirer, John L.
Metrication of Technical Career Education. Final Report. Volume II.
Western Michigan Univ., Kalamazoo. Center for Metric Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Apr 76
Contract—OEG-0-72-1868
Note—501p.; For a related document see CE 010 071 ; Some charts will not reproduce clearly
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Descriptors—Building Trades, Drafting, Graphic Arts, *Industrial Arts, *Instructional Materials, Metal Working Occupations, *Metric System, Occupational Home Economics, Post Secondary Education, Secondary Education, Teacher Seminars, Teaching Guides, Technical Education, Trade and Industrial Education, Transparencies, *Visual Aids, Vocational Education, Vocational Education Teachers, Woodworking

This second volume of the metrication study report contains the instructional materials developed to help the industrial and vocational education fields to use the metric system, primarily in the area of industrial arts from the seventh through the fourteenth year. The materials are presented in three sections. Section 1, Going Metric in Industrial Education, includes metric materials for career education, for all students, for drafting, for metalworking, for graphic arts, and for woodworking and building construction. Also included are lists of tools and related materials. Section 2 contains materials for teaching metrics in home economics. Section 3 presents samples of instructional materials used during an indepth metric seminar for industrial teacher educators. Most of the packets consist primarily of transparency masters and related outlines for the teacher. (The report of the metrication study including evaluation of these materials is in Volume I.) (MF)

ED 134 832 CE 010 076
Western Computer Assisted Placement Service. Final Technical Report.
Baltimore County Board of Education, Md. Western Vocational-Technical Center.
Pub Date—30 Sep 76
Contract—OEG-0-74-1647
Note—71p.; For a related document see CE 010 077
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Career Planning, Computer Oriented Programs, Employment Services, *Job Placement, Job Search Methods, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, School Community Relationship, *School Industry Relationship, Secondary Education, Student Placement, *Vocational Counseling, Work Experience Programs
Identifiers—Maryland (Baltimore County)

Covering a 2-year period (1974-76), this project conducted in Baltimore County, Maryland, demonstrated that an area-coordinated placement service should be part of the educational program of a school system. Project objectives were to serve as a job locating service to junior and senior high school students, to provide employers with a single source of initial contact with potential employees in the project area, to gather and maintain current information on area job needs, to relieve job coordinators of some jobseeking functions, to improve placement of students, and to determine effective methods of evaluating placement efforts. To accomplish these objectives, the following activities were engaged: (1) Developing and staffing a job placement center with strategies for cooperating with existing placement and for interviewing students seeking employment, (2) coordinating contacts and communication with business and industry, and (3) computerizing the recordkeeping function of the center. A computer-based employment service was developed, made operational, and provided assistance to various categories of clients. Conclusions based on observation and data analysis centered around (1) advantages of an area job placement service within a vocational-technical center, (2) realism of objectives and extent to which they were met, and (3) factors affecting placement. The placement service was evaluated as successful by third-party evaluators and recommendations were made. This report includes a full description of the project. Appendixes contain forms, newsletters, and bulletins used in the project. (TA)

ED 134 833 CE 010 077
Western Computer Assisted Placement Service. Job Placement Manual.
Baltimore County Board of Education, Md. Western Vocational-Technical Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Contract—OEG-0-74-1647
Note—142p.; For a related document see CE 010 076
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Career Planning, Computer Oriented Programs, Employment Services, Guidance Programs, *Job Placement, Job Search Methods, Manuals, *Occupational Guidance, Organization, Program Descriptions, *Program Development, School Community Relationship, *School Industry Relationship, Secondary Education, Student Placement, *Vocational Counseling, Work Experience Programs
Identifiers—Maryland (Baltimore County)

Placement service rationale and organization of the Western Computer Assisted Placement Service (WCAPS) of Baltimore County, Maryland, are described in this manual. (The overall focus of WCAPS is to provide junior and senior high school students, through existing programs, a method of matching their career goals with an occupational setting where maximum growth will occur.) The manual consists of samples of forms and procedures used in working with students and counselors, procedures used in working with teacher-coordinators, materials and procedures for working with business and industry, other forms used in internal operation, pre-employment materials and procedures, and school public relations bulletins. (TA)

ED 134 834 CE 010 079
Farning, Max Lange, Mildred
Determining Performance Levels of Competencies for Job Entry for Medical Assistants. Final Report.
Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—Jun 76
Note—132p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Articulation (Program), Certification, Clinics, Graduates, Health Occupations Education, Job Analysis, *Job Skills, *Medical Assistants, Occupational Surveys, Physicians, Post Secondary Education, Questionnaires, Senior High Schools, *Task Analysis

For a study of the basic competencies required by medical assistants, an instrument was developed listing 92 competencies and 9 cognitive domain statements. Respondents were asked their opinion on the level of importance and level of proficiency needed for job entry for each competency. Instruments were mailed to 100 physicians, 102 clinics, and 212 medical assistant graduates. Usable responses came from 34 physicians, 45 clinics, and 80 graduates. Results revealed a generalization in necessary skills needed by assistants in a solo or two-man office and more specialization needed by assistants in a clinic atmosphere. The survey also determined the level of proficiency needed to perform these tasks. The medical assistant must do more with less supervision in the smaller office than in the clinic. It is recommended that further study be done on the following: Mandatory certification or licensure, articulation between high school and VTAE schools concerning specific course offerings in high school to eliminate the need for them in the vocational school medical assistant curriculum, and the refining of present competency lists and of existing programs to keep pace with changes in the field. It is also recommended that physicians be encouraged to employ people with proper credentials to work on human beings and to promote advanced training for their employes. The report contains tables presenting the importance ratings and proficiency levels for each item in the competency list. Also included are copies of cover letter, followup letter, and instruments sent to physicians, clinics, and graduates. (LAS)

ED 134 839 CE 010 115

Feirer, John L.

Metric Conversion in Vocational Education. Final Report. Volume I of Two Volumes.

Western Michigan Univ., Kalamazoo. Center for Metric Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 76

Contract—OEG-0-74-1661

Note—305p.; For a related document see CE 010 116 ; Several charts may not reproduce clearly

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Audiolingual Methods, Audiovisual Aids, Bilingual Education, Carpenters, *Curriculum Design, Handicapped Students, *Instructional Materials, Instructional Technology, Language Instruction, Machine Tools, *Material Development, *Metric System, Reading Difficulty, Shop Curriculum, Units of Study (Subject Fields), Visually Handicapped, *Vocational Education

Identifiers—Carpentry

This first volume of a two-volume final report describes a project concerned with developing indepth metric teaching units in the areas of carpentry and machine shop, preparing instructional materials to teach metrics in Spanish, and developing three-dimensional metric instructional materials and cassette tapes for persons with reading difficulties and sight handicaps. An introductory section describes procedures used in accomplishing the goals: (1) planning and consultation with specialists in the four areas, (2) development of the instructional material by consultants under the direction of the Director of the Center for Metric Education and Evaluation, and (3) evaluation of the materials developed for persons with reading difficulties and sight handicaps using other consultants with special competencies in evaluation. The remainder of volume I consists of an outline for developing a model of career education and the teaching-learning modules developed in the project for teaching metrics in carpentry (44 pages), in machine shop (28 pages), and in bilingual (Spanish) education (115 pages). (Volume II, bound separately, covers the materials for persons with reading difficulty and the sight handicapped and presents project conclusions.) (LAS)

ED 134 840 CE 010 116

Feirer, John L.

Metric Conversion in Vocational Education. Final Report. Volume II of Two Volumes.

Western Michigan Univ., Kalamazoo. Center for Metric Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 76

Contract—OEG-074-1661

Note—226p.; For a related document see CE 010 115

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Audiolingual Methods, Audiovisual Aids, Bilingual Education, *Curriculum Design, Handicapped Students, *Instructional Materials, Instructional Technology, Language Instruction, Low Ability Students, *Material Development, *Metric System, Reading Difficulty, Units of Study (Subject Fields), Visually Handicapped, *Vocational Education

This volume is the second half of a final report of a project concerned with developing indepth metric teaching units in the areas of carpentry and machine shop, preparing instructional materials to teach metrics in Spanish, and developing three-dimensional metric instructional materials and cassette tapes for persons with reading difficulties and sight handicaps. The volume contains the metric instructional materials developed for persons with reading difficulties and sight handicaps including an article on metrics for the visually impaired, guidelines for developing learning kits to teach metrics to students with low aptitudes or reading difficulties, and a handbook on teaching metrics to the sight handicapped. Conclusions and recommendations from the total project, presented at the end of this volume, emphasize the following: All State and city courses of study in vocational education should be re-evaluated to determine the amount of metrics that should be included in each of these study areas. Plans should be made to provide curriculum makers with up-to-date information on metric standards. Inservice training is essential in a well-planned, coordinated effort of metric conversion in vocational education. Metric materials in foreign languages should be made available to those groups who can use them. Ample funds must be provided in all areas of vocational education to purchase measuring tools and conversion equipment. The metric kits developed for persons with reading difficulty should be reproduced on a commercial basis. The three-dimensional material for persons with sight handicaps should be reproduced in quantity and made available at a low cost to all school programs for the blind. The most common weakness of most curriculum projects is the lack of adequate dissemination. There should be a followup study to refine and reevaluate the materials for persons with reading difficulty and for those with sight handicaps. (LAS)

ED 134 841 CE 010 120

Stevens, David W., Ed.

Occupational Employment Projections for Program Planning Purposes: Issues and Examples. Proceedings of a National Workshop-Conference (TWA Breech Training Academy, Overland Park, Kansas, July 10-11, 1975).

Spons Agency—Missouri Univ., Columbia.

Pub Date—Jan 76

Note—162p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Classification, *Cooperative Planning, Data Collection, *Employment Projections, *Human Resources, Labor Force, Labor Market, *Manpower Needs, Manpower Utilization, Occupations, Program Administration, Program Development, *Program Planning, *Vocational Education

These conference proceedings (from tape transcription) cover eight major presentations plus roundtable and small-group discussions and workshop sessions and two background papers from a conference attended by producers and consumers of employment projections (Federal, State and local level administrators and technicians). Topics included are Accuracy Analysis, Accuracy Assessment; Illustrative State Employment Projection Activities; The Bureau of Labor Statistics Employment Projections Program; The Role of Direct Employer Contacts Changing Occupational Requirements; The Standard Occupational Classification System: A Future Issue in Planning; A Manpower Program Administrator's Views on Employment Projections in Planning; A Vocational Educator's Views on Employment Projections on Planning; Cooperation Between Whom? Planning for What? and Why Cooperation in Planning? The conference program and list of conference participants and their addresses are provided. Background papers on "Data Sources and Issues" and "The Need and Potential for Analytically Based Occupational Classification" also are included. (LAS)

ED 134 842 CE 010 139

Career Education. Community Resource Center.

Great Falls Public Schools, Mont.

Pub Date—[76]

Note—37p.; For a related document see CE 010 140

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Education, *Community Resources, Cooperative Programs, Elementary Secondary Education, Program Administration, Program Descriptions, *Resource Centers, Resource Guides, *School Community Cooperation, School Districts, *Vocational Development, *Volunteers

Identifiers—Montana, Montana (Great Falls)

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were (1) selection of a volunteer coordinator to direct the project, (2) a survey of teachers to determine the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others, (4) establishing a filing system and operating procedures, and (5) recruiting community resource persons to fill indicated needs for speakers. The specific objectives of the center are to help educators insure that each student is aware of the broad range of career options open to him/her in the world of work, to provide information to help the student make decisions concerning his further education and/or training, and to assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. Topics discussed in this document include center personnel, inservice programs, facilities and funding, general procedures, and office procedures. Appendixes contain forms and materials used in the resource center. (TA)

ED 134 843 CE 010 140

Jackson, Frances

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.

Great Falls Public Schools, Mont.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—CAN-2081600

Pub Date—30 Jun 76

Contract—OEG-381-75-0006

Note—360p.; For a related document see CE 010 139

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Career Awareness, Career Choice, *Career Education, *Career Exploration, Curriculum Development, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Information Utilization, Program Descriptions, *Program Development, Program Effectiveness, Program Evaluation, School Community Cooperation, School Districts, *Staff Improvement, Statistical Analysis, Tables (Data), Vocational Development, Work Experience Programs

Identifiers—*Montana, Montana (Great Falls)

Description, data, and conclusions are presented for a 3-year career education project in the Great Falls Public Schools (Montana) which focused on the systematic development of components which would be transportable and operationally effective. Major developmental emphases of the project are noted and include staff training, curriculum revision and guides, identification, acquisition and distribution of appropriate instructional resources, career information centers, a community resource center, and coordination of services to provide for various forms of work experience. Achievements of the project in each major goal area are summarized. Conclusions presented indicate that as a result of the project, career education has become a significant facet of public school programs in the school district and has had an important role in enhancing educational processes. Appendix A contains the 1975-76 evaluation design and the forms used. Appendix B contains an action inventory, and appendix C contains edited interim reports for 1973-74 and 1975-76. (TA)

ED 134 845 CE 010 733

Jung, Steven M. And Others

Improving the Consumer Protection Function in Postsecondary Education. Final Technical Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-52800-10-76-FR

Pub Date—21 Dec 76

Contract—300-75-0383

Note—214p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Administrative Policy, *Administrative Principles, *Consumer Education, *Consumer Protection, Data Analysis, Data Collection, *Educational Administration, Educational Practice, Educational Research, *Federal Aid, Post Secondary Education, *Student Financial Aid

Primary tasks of this project were to locate, analyze, and synthesize (1) the available evidence for allegations that students receiving Federal aid for postsecondary education were being subjected to institutional malpractice and (2) the various suggestions and recommendations for protecting students from such claimed abuse. Improvement strategies were grouped under two major headings: (1) The regulatory approach, in which attempts could be made to better prevent or control abusive types of conditions, policies, and practices, resulted in regulatory and accreditation user guides. (2) The non-regulatory approach, in which improvements could be made in the education of student consumers themselves, to identify, avoid, or deal properly with institutional abuses, resulted in the student's consumer guide. Information collection and analysis instruments and procedures were developed, pilot tested, and field tested. Major products of the project (the information collection, analysis, and use mechanism guides for its use by accreditation and regulatory agencies, and the student's consumer guide) represent preliminary, partially-validated strategies. These strategies can contribute to meeting several immediate needs of institutional self-study, setting minimum eligibility standards, an "early warning" system, and the basis of a formal communication network in the tripartite eligibility system. (The report contains a literature review and summary, method description, data analysis and field testing results, discussion, conclusions, and recommendations. Appendixes include the instruments, data, list of participating institutions, and other related material.) (TA)

ED 135 933 CE 007 550

Modules in Agricultural Education for Forestry.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—Jun 75

Note—124p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education) ; Pages 72-78-may be marginally legible due to print quality

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Agricultural Education, *Forestry, Forestry Occupations, Instructional Materials, Learning Modules, *Lumber Industry, Skill Development

Each of the seven curriculum modules in this packet for forestry instruction contains a brief description of the module content, a list of the major divisions or units, the overall objectives, objectives by unit, content outline and suggested teaching methods, student application activities, and evaluation procedures. Module titles are Forest Fire Control, Harvesting Timber and Pulp, Operation of Timber Harvesting Equipment, Sealing and Marking Timber, Timber and Log Conversion, Christmas Tree Production and Marketing, and Maple Products Production. (HD)

ED 135 934 CE 007 875

Jax, Judy A., Comp.

Home Economics Education Handbook. Teacher Trainee Program.

Wisconsin Univ. - Stout, Menomonie. School of Home Economics.

Pub Date—76

Note—101p.

Available from—Department of Human Development, Family Living and Community Educational Services, School of Home Economics, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cooperating Teachers, *Guidelines, Higher Education, *Home Economics Teachers, Instructional Materials, Job Skills, Resource Guides, Student Evaluation, *Student Teachers, Student Teaching, *Supervisory Methods, Teacher Education, Teacher Evaluation, Teacher Supervision, Teaching Skills

Developed for cooperating teachers and teacher trainees working with the University of Wisconsin-Stout's Home Economics Education Program, this handbook is intended as a reference which may supplement the guidance given by the cooperating teacher, principal, college supervisor or other personnel involved in the guidance and evaluation of teacher trainees. There are 11 chapters: (1) Introduction, (2) A Short Course in Human Relations, (3) Definition of Terms, (4) Suggested Sequence of Home Economics Education Courses, (5) Requirements for Continuance in the Home Economics Program, (6) The Teacher Trainee (Placement, Policies, Responsibilities, Credential Portfolio, and Preparation for a Visit from the University Supervisor), (7) The Cooperating Teacher, (Competencies, Responsibilities, and Program for Induction of Teacher Trainees), (8) Conferences, (9) Recommendations, (10) Competency Listing (of teacher trainee competencies), and (11) Evaluation of Competencies (Required Competencies, Evaluation Instrument, Grade Certification, and Permanent Placement Evaluation). The appendixes include 20 evaluation sheets, sets of guidelines, and checklists, e.g., Sample Lesson Plan, Understanding and Improving Teaching Skills Observation, Inventory of Factors Involved in Speaking, Checklist for Evaluating Teacher Made Learning Guides, Critique Form for Introducing a Lesson, Checklist on Management During Class Period, and Checklist for General Construction of Short Answer Tests. (HD)

ED 135 935 CE 008 147

Modules in Agricultural Education for Agricultural Resources.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—Jun 74

Note—381p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education) ; Not available in hard copy due to print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, Conservation (Environment), Forestry, Instructional Materials, Learning Modules, *Natural Resources, Off Farm Agricultural Occupations, Recreation, Skill Development, *Vocational Agriculture

Each of the 31 curriculum modules in this packet for agricultural resources instruction contains a brief description of the module content, a list of the major division or units, the overall objective, objectives by units, content outline and suggested teaching methods, student application activities, and evaluation procedures. A list of resource materials is also included in each module. Titles are Maintenance and Management of Forest Plantations; Management of Timber Stands; Campground Development and Management; Summer Recreational Areas–Operation and Maintenance; Winter Recreation Site Operation and Maintenance; Soil Science; Soil and Water Management; Erosion Control; Land Measurement; Advanced Surveying; Bulldozer Service and Operation; Operation of Backhoe and Loader; Construction and Maintenance of Access Roads; Operation of Sanitary Landfills; Conservation Law; Farm and Forest Game Management; Wetland Game Management; Wildlife Disease and Pest Control; Stream Management; Water and Sewage Systems; Collection of Water Samples; Analysis of Water and Wastewater Samples (I); Analysis of Water and Wastewater Samples (II); Sewage Treatment Plant Operation (I); Water Treatment Plant Operation; Atmospheric Sampling of Stacks; Fish Management; Leveling; Conservation Structures (Masonry); Conservation Structures (Carpentry); and Service and Repair of Conservation Equipment. (HD)

ED 135 936 CE 008 148

Modules in Agricultural Education for Leadership Development.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—75

Ncte—139p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education) ; Not available in hard copy due to print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, Instructional Materials, *Leadership Training, Learning Modules, Skill Development, Student Organizations, *Vocational Agriculture, Youth Leaders

Identifiers—Future Farmers of America

Each of the seven curriculum modules in this packet for leadership training of agricultural education students contains a brief description of the module content, a list of the major division or units, the overall objectives, objectives by units, content outline and suggested teaching methods, student application activities, and evaluation procedures. A list of resource materials is also included in each module. Module titles are Developing Leadership in the Individual, Group Leadership Techniques, Organizing an FFA (Future Farmers of America) Chapter, FFA Activities and Awards, Parliamentary Procedure, The FFA Organization, and the FFA Organization II. (HD)

ED 135 937 CE 008 151

Modules in Agricultural Education for Agricultural Supplies and Services.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—Jan 75

Note—227p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education) ; Not available in hard copy due to print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Supplies, Instructional Materi-

als, Learning Modules, Off Farm Agricultural Occupations, Service Occupations, Services, Skill Development, *Vocational Agriculture

Each of the 22 curriculum modules in this packet for instruction in agricultural supplies and services contains a brief description of the module content, a list of the major division or units, the overall objectives, objectives by units, content outline, and suggested teaching methods, student application activities, and evaluation procedures. A list of resource materials is also included in each module. Module titles are Sales of Chemicals for Agricultural Use; Sale of Feeds and Feed Stuffs; Sales of Seeds and Plants; Sales of Fertilizers; Display and Advertisement of Agricultural Products; Advanced Advertising for Agriculture; Agricultural Product Salesmanship; Recordkeeping I for Agricultural Businesses; Recordkeeping II for Agricultural Businesses or Agriculture Business Bookkeeping and Accounting; Analyzing Agricultural Business Records; Securing Employment–Employee Responsibilities; Buying and Selling Agricultural Products; Farm, Home and Garden Supply Sales; Sales of Petroleum Products and Accessories; Organizational Patterns in Agricultural Businesses; Cooperatives in Agriculture; Finance and Credit in Agricultural Businesses; Insurance for Agricultural Businesses; Income Taxes in Agriculture; Legal Aspects of Agricultural Business; Personal Financial Planning; Computations in Agriculture; and Communications in Agriculture. (HD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the Resume Section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Subject Term — **Task Analysis**

Title of Document — Proceedings of a Symposium on Task Analyses/Task Inventories.

ED 126 314 — Accession Number

Abstracts

Business and Office Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education", 1972-1975.
ED 133 553

Academic Achievement

Two Hour Vocational Classes at the Laurel County Area Vocational School. Final Report.
ED 134 701

Accountability

Proprietary Vocational and Home Study Schools. Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438).
ED 134 790

Accounting

Small Business Management Volume II: Business Analysis. An Adult Education Program.
ED 133 569

Achievement Tests

Clothing Construction Performance Assessment. Final Report.
ED 133 580

Adjustment (to Environment)

Unlocking the Second Gate: The Role of Financial Assistance in Reducing Recidivism Among Ex-Prisoners. R&D Monograph 45.
ED 134 704

Administrative Organization

Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Roslyn, Virginia, April 11-14, 1976).
ED 134 682

Administrative Personnel

An Analysis of Tasks Performed by District Supervisors of Trade & Industrial Education in Alabama.
ED 134 813

Administrative Principles

Improving the Consumer Protection Function in Postsecondary Education. Final Technical Report.
ED 134 845

Administrator Attitudes

Survey of Consumer Education and Survey of Opinions of Secondary School Administrators Regarding Proposed Criteria for Consumer Education Programs in New Jersey Public Schools.
ED 134 676

Vocational Educators' Perceptions of Curriculum Materials Development. Final Report.
ED 134 688

Administrator Education

The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973.
ED 134 675

Administrator Evaluation

The Development and Testing of a Criterion Referenced Evaluation System for Faculty and Administrators in Technical Institutes/Community Colleges. Final Report.
ED 133 578

Administrator Role

The Work of the Business and Distributive Education Department Chairman.
ED 134 732

Adult Education

Career Development Needs of Women. Survey.
ED 134 796

Small Business Management Volume IV: Final Report. An Adult Education Program. Development, Demonstration and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities.
ED 133 572

Adult Education Programs

Small Business Management Volume I: Instructor's Manual. An Adult Education Program.
ED 133 570

Small Business Management Volume III: Curriculum. An Adult Education Program.
ED 133 568

Adult Vocational Education

Adult Vocational Education. An Annotated Bibliography of Publications and Projects. Bibliography Series No. 30.
ED 133 575

Advisory Committees
The Development and Pilot Testing of Self-Review Instruments for Vocational Education Programs in Kentucky.
ED 133 604
Kentucky Advisory Committee Evaluation System.
ED 133 585
Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Roslyn, Virginia, April 11-14, 1976).
ED 134 682

Agribusiness
Modules in Agricultural Education for Agricultural Supplies and Services.
ED 135 937

Agricultural Education
Agricultural Electricity. Electric Controls. Student Manual. Report No. 820/20.
ED 134 743
Modules in Agricultural Education for Agricultural Resources.
ED 135 935
Modules in Agricultural Education for Agricultural Supplies and Services.
ED 135 937
Modules in Agricultural Education for Leadership Development.
ED 135 936
Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America.
ED 134 707

Agricultural Engineering
Agricultural Electricity. Electric Controls. Student Manual. Report No. 820/20.
ED 134 743
Agricultural Electricity. Electric Motors. Student Manual.
ED 134 744

Agricultural Occupations
Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America.
ED 134 707

Agricultural Supplies
Modules in Agricultural Education for Agricultural Supplies and Services.
ED 135 937

Air Conditioning
A Survey of Common Elements in Appliance Repair, Refrigeration and Air Conditioning. Final Report.
ED 133 606

Alabama
Vocational Education in Alabama. A Survey of the Opinions of Business and Industry. Evaluation Series Report Number 2, 1976.
ED 134 718

Annotated Bibliographies
Adult Vocational Education. An Annotated Bibliography of Publications and Projects. Bibliography Series No. 30.
ED 133 575
Cooperative Work Experience. An Annotated Resource Guide.
ED 134 805
Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped.
ED 134 806
Individualization and Modularization of Vocational Education Instructional Materials. An Annotated Bibliography of Publications and Projects. Bibliography Series No. 32.
ED 133 573
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Vincennes Univ., Ind.
Priority: Development and Implementation of Effective Techniques for Follow-Up of Drop-Outs at Post-Secondary Levels. Final Report.
ED 134 716

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Industrial Work Experience I. Curriculum Guide. General Related Study Units.
ED 134 722
Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Roslyn, Virginia, April 11-14, 1976).
ED 134 682

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Roslyn, Virginia, April 11-14, 1976).
ED 134 682

Virginia State Soil and Water Conservation Commission, Richmond, Va.
Comprehensive Erosion and Sediment Control Training Program for Engineers, Architects and Planners.
ED 134 672
Comprehensive Erosion and Sediment Control Training Program for Job Superintendents and Inspectors.
ED 134 684
Virginia Erosion and Sediment Control Handbook. Standards, Criteria and Guidelines.
ED 134 685

Washington State Commission for Vocational Education, Olympia.
Occupational Communications Skills Analysis. Final Report.
ED 134 823

Washington State Occupational Information Service, Olympia.
Implementing An Occupational Information System. Final Report.
ED 134 787

Washington State Univ., Pullman. Coll. of Education.
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Installation Guide.
ED 133 563
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Introductory Module.
ED 133 562
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 1: Developing Curriculum: Goals, Objectives and Instructional Plans.
ED 133 561
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 2: Evaluating and Using Needs Assessment and Manpower Information.
ED 133 560
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 3: Preparing for Curriculum Change.
ED 133 559
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 4: Organizing Instructional Strategies.
ED 133 558
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 5: Preparing Instructional Materials.
ED 133 557
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 6: Preparing for Curriculum Evaluation.
ED 133 556
Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Module 7: Promoting Professional Growth and Staff Development.
ED 133 555

Washington Univ., Seattle. Bureau of School Service and Research.
Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report.
ED 134 801

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report.
ED 134 800

Western Michigan Univ., Kalamazoo. Center for Metric Education.
Metric Conversion in Vocational Education. Final Report. Volume I of Two Volumes.
ED 134 839
Metric Conversion in Vocational Education. Final Report. Volume II of Two Volumes.
ED 134 840
Metrication of Technical Career Education. Final Report. Volume I.
ED 134 830
Metrication of Technical Career Education. Final Report. Volume II.
ED 134 831

Wisconsin Univ. - Stout, Menomonie. School of Home Economics.
Home Economics Education Handbook. Teacher Trainee Program.
ED 135 934

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition.
ED 134 679

Sample Project Resume

Accession Number

Title

Principal Investigator

Recipient Institution
(including address)

Start—End Dates

Supporting Agency
(including address)

Contract or State Control Number

Abstract

VTP-2675
Title: Correlation of Local Employment Needs and Vocational Progress.
Principal Investigator: Glenn Sample
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: September 1, 1976 to August 31, 1977
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-15
Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodology for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodology to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J.

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2909

Careers Resource Project Utilizing a Mobile Unit Design.

Principal Investigator: Carver, David

Recipient Institution: Indiana Vocational Technical College, 3501 First Avenue, Evansville, Indiana 47710

Start—End Dates: Start Date 1 Jul 77; End Date 30 Oct 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Summary of Project: The purpose of the project is to (1) apply a three-phase approach to providing career information to schools; (2) increase the utilization of existing vocational and career education resources to the project service area; (3) provide a broad range of information about vocational education for the purpose of dissemination; (4) foster interinstitutional cooperation through shared use of project personnel, equipment, and materials; (5) make available a systematic, school-based, comprehensive placement model; (6) provide community support and direction via a vocational advisory council; and (7) implement the above goals and evaluate project activities. Staff will undergo one day of inservice training. The use of two self-contained mobile units, containing both hardware and software, will be used for the inservice component and for student use. Vocational exploration materials will be used to present a multi-sensory program for participants. A monthly newsletter, "Career Expressions," will be circulated to 700 persons. Evaluation will include use of followup questionnaires to teachers, administrators, and community groups.

VTP-2910

IVTC, BCSC, IUPUI–Columbus: Their Missions, Goals, Relationships, and Potential for Expanded Cooperation.

Principal Investigator: Poling, Harvey; And Others

Recipient Institution: Bartholomew Consolidated Schools, 2650 Home Avenue, Columbus, Indiana 47201

Start—End Dates: Start Date 15 Jun 77; End Date 15 Dec 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Summary of Project: The objectives of this project are to (1) identify and clarify the mission, goals, and objectives of current programs at three institutions; (2) analyze the relationships among the three institutions; and (3) determine the potential areas for further cooperation. Data about the institutions will be collected and analyzed. Analysis of the data will be used to identify: (1) commonality and unique differences (articulation of programs and services); (2) factors of common concern; (3) advantages and disadvantages of increased cooperation; and (4) needs assessment data. Both state agencies and the institutions themselves will be used as sources of data. One principal investigator will be hired on a contractual basis. A final dissemination report of the project will be printed and disseminated.

VTP-2911

Local Plan to Develop a Job Placement and Follow-up System.

Principal Investigator: Hankenhoff, Beverly

Recipient Institution: New Castle Community School Corporation, 522 Elliott Avenue, New Castle, Indiana 47362

Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 42-78

Summary of Project: The objectives of this project are to (1) complete a one and three-year followup of approximately 1600 vocational program and regular high school program graduates and dropouts in the New Castle area; (2) assess business and industry placement needs in the area; (3) evaluate existing programs and previous placements; (4) provide a traveling vocational placement coordinator to six participating schools; (5) develop and/or improve appropriate activities and materials; and (6) design mini-courses or units for special placement. Procedures will include: (1) designating a full-time placement coordinator to complete activities; (2) selecting an advisory committee to work with the coordinator; (3) distributing and compiling a survey; (4) contacting employers to determine needs and promote programs; (5) establishing a regular schedule for each school to work with staff, students, counselors, and community; (6) developing mini-units; and (7) constructing a final report.

VTP-2912

Mobile Laboratory to Effect Knowledge of Techniques for Vocational Exploration.

Principal Investigator: Dudley, Gerald O.

Recipient Institution: Penn-Harris-Madison School Corporation, P.O. Box 302, Osceola, Indiana 46561

Start—End Dates: Start Date 1 Jul 77; End Date 30 Oct 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Summary of Project: This project proposes to (1) convert the mobile training unit from a classroom design to a flow through design; (2) make 30 presentations to groups attending South Bend Center; (3) make 50 mobile training unit visits to facilitate career media use and awareness; (4) duplicate and mail vocational exploration teaching ideas to 200 locations; and (5) fill 500 library lending requests for media and equipment. Procedures will include using a flow plan design and portable partitions, enabling persons to move from one section or area of the unit to another. A fulltime career education consultant will work at the center. An evaluation form will be designed so that users of the mobile laboratory will be able to share their perceptions of the utility of the service. An evaluation form will also be sent with each set of materials loaned. A summary of both the most used materials and general comments will be provided in the final report.

VTP-2913

Secretarial Job Title Analysis Curriculum Development (Continuation).

Principal Investigator: Semba, Ron

Recipient Institution: Bartholomew Consolidated School Corporation, 2650 Home Avenue, Columbus, Indiana 47201

Start—End Dates: Start Date 1 Nov 77; End Date 15 Jun 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 127-78

Summary of Project: The purpose of the project is to contribute to the development of learning modules which link specific performance objectives for the job title of secretary with actual business practices and methods. Procedures will include: (1) soliciting assistance of local businesses; (2) developing an instrument to compile data through interviews of persons actually in the job position; (3) developing a concentrated program for learning remedial modules; (4) including an educator from the adult education program as a participant; (5) developing and using a performance objective chart to gather data; (6) constructing a standard format for the teacher and student-centered modules; and (7) holding an orientation session for school and community personnel to gain their input.

VTP-2914

Field Testing Curriculum and Program Restructuring Guidelines for Agriculture and Agribusiness in Iowa.

Principal Investigator: Kahler, Alan A.

Recipient Institution: Iowa State University of Science and Technology, Ames, Iowa 50010

Start—End Dates: Start Date 1 Apr 77; End Date 30 Sep 78

Supporting Agency: Iowa State Department of Public Instruction, Des Moines, Iowa 50319

Summary of Project: The purpose of this project is to test and improve curricula in agriculture and agribusiness education programs in Iowa. The project proposes to (1) test curriculum guidelines and procedures for program restructuring in selected elementary, secondary, and postsecondary schools in Iowa; (2) assess the effectiveness of these guidelines and procedures in integrating instruction in agriculture and agribusiness in selected schools; and (3) make appropriate revisions in the curriculum guidelines and procedures for program restructuring. These guidelines will be pilot tested in one Iowa urban school, two large rural schools, and three smaller rural schools.

VTP-2915

Iowa Distributive Education Three-Year Improvement Plan.

Principal Investigator: Corbin, Steven; Ditzenberger, Roger

Recipient Institution: University of Northern Iowa, Cedar Falls, Iowa 50613

Start—End Dates: Start Date 16 May 77; End Date 30 Jun 80

Supporting Agency: Iowa State Department of Public Instruction, Des Moines, Iowa 50319

Summary of Project: The purpose of this project is to both assess the needs of teacher-coordinators through needs assessment, self-evaluation instruments and to develop delivery system components to satisfy the determined inservice education needs. The findings, activities, and materials developed through the three-year improvement plan should provide local distributive education teacher-coordinators with a means of improving the operation of distributive education programs.

VTP-2916

Job Development, Placement and Followup.

Principal Investigator: Larouche, James L.

Recipient Institution: Lewiston School Department, Administrative Offices, The Dingley Building, 36 Oak Street, Lewiston, Maine 04240

Start—End Dates: Start Date 1 Jul 77; End Date 1 Oct 77

Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330

Summary of Project: The project's purpose is to maintain program activities established during FY 1975-76 and FY 1976-77 on an interim basis until September 30, 1977 in anticipation of being awarded an operational grant according to new guidelines set forth by Exemplary Program funding sources. This will prevent interruption of the three-year sequence of the reference program. Specific objectives are to expand and refine the following: (1) job development and placement activity; (2) job performance evaluation after placement; (3) contact with employers; (4) feedback from employers and students involved in the Lewiston High School instructional program; and (5) relationship with the Maine Job Service and other local, county, and state agencies which provide youth services. Procedures will include: (1) using placement activities; (2) mailing job performance evaluation forms to employers at least twice during the academic year; (3) analyzing feedback from employers and students; (4) having students scrutinize their job preparation in terms of job skills; (5) identifying actual and potential dropouts; (6) exploring the use of employment alternatives as incentives for remaining in school; (7) coordinating greater specialized resource and staff utilization; (8) continuing to collect information on apprenticeship and other postsecondary training programs; and (9) attempting to involve the guidance department to a greater degree in the program.

VTP-2917

Utilizing Oklahoma Curriculum Materials in Automobile and Auto Body Programs.

Principal Investigator: LaMay, Larry J.

Recipient Institution: Millard Public Schools, Omaha, Nebraska 68137

Start—End Dates: Start Date 16 Aug 77; End Date 31 May 78

Supporting Agency: Nebraska State Board for Vocational Education, Lincoln, Nebraska 68509

Summary of Project: The purpose of the project is to have the Millard High School Vocational Auto Mechanics and Auto Body Repair instructional programs demonstrate utilization of student materials developed in an organizational format. Specific objectives are to (1) improve the instructional program through the use of student materials developed by Oklahoma; (2) provide auto mechanics and auto body repair students with saleable entry-level skills and knowledge; (3) provide instructors of these courses with professional growth through an inservice program; and (4) provide a summative evaluation of the materials at the end of the school year. Procedures will include: (1) distribution of teacher manuals and student materials of the Oklahoma Curricula on Auto Mechanics and Auto Body Repair to instructors; (2) scheduling a two-day inservice activity for instructors to be led by a curriculum consultant; (3) implementation of Oklahoma curricula during the school year; and (4) provision of a summative evaluation of this curricula at the end of the 1977-78 school year.

VTP-2918

Career Exploration Work Experiences.

Principal Investigator: Altig, Duane; Brunton, Max

Recipient Institution: Parkrose School District, Number Three, 10636 Northeast Prescott, Portland, Oregon 97220

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310

Summary of Project: The purpose of this project is to use the information obtained from economics courses and testing programs to investigate the student's own occupational interests and abilities, explore simulated work-life situations, survey the world of work, complete job applications, carry out a simulated search for employment, and study a variety of concepts related to the labor force and the economics of employment. Further, the project proposes to (1) assess the exploratory work experience portions of the present program to determine its strengths and weaknesses; (2) relate these findings to the broad problems which concern urban and semi-urban schools and communities; and (3) design and implement a program that would provide a model for other similar schools to adapt to their individual needs.

VTP-2919

A Model Community College Career-Life Planning Guidance Program.

Principal Investigator: Justice, Patricia

Recipient Institution: Mt. Hood Community College, 26000 Southeast Stark Street, Gresham, Oregon 97030

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310

Summary of Project: This project proposes to develop and implement a model program for community colleges. The outcome of this project will be an approach to guidance for career-life planning which will utilize the available instructional staff, counselors, and institutional guidance resources to aid students in adapting to changing societal occupational requirements and in selection and preparation for career choices which will fit individual needs and life-styles. The specific objectives which will focus on the outcome of the project will include: (1) unifying existing campus career-life planning guidance resources into an easily accessible system; (2) developing a guide for the training of instructional staff in the career-life planning guidance role; (3) providing inservice training in career-life planning guidance for the majority of the Mt. Hood Community College's instructional staff; (4) coordinating institutional efforts to articulate the interests, needs, and services of metropolitan employers; (5) establishing a community-based citizen's advisory committee on career-life planning guidance to articulate the campus program with district schools and agencies; and (6) disseminating information about the model career-life planning guidance program to other community colleges. The results of this project will be communicated to three major staff development networks.

VTP-2920

A Proposal to Develop a Model Program for Serving the Educationally *Disadvantaged Students.*

Principal Investigator: McCue, Raymond A.; Buel, Nancy A.
Recipient Institution: Chemeketa Community College, Instructional Services Division, 4389 Satter Drive, N.E., Salem, Oregon 97303
Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78
Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310
Summary of Project: The purpose of the project is to develop a model program for educationally disadvantaged adults, with a consistent theoretical rationale which could serve as a guide for administrators and staff of other institutions with similar problems. Procedures will include: (1) conducting a needs assessment; (2) collecting ideas from meetings of a consortium consisting of representatives of three schools prior to the planning year; (3) using an ad hoc advisory committee of representatives of 13 colleges and two staff members from the State Department of Education; (4) generating a testing schedule and selecting tests; (5) presenting a planning report to the Dean of Instruction; (6) developing a plan for inservice of ongoing center staff and vocational instructors; (7) establishing community involvement; (8) identifying available curriculum materials and instructional aides; and (9) offering an internship experience for present and prospective instructors and aides interested in teaching the disadvantaged.

VTP-2921

Individualized Learning Package Development for Combined Electrical-Electronic Occupational Training Program.
Principal Investigator: Kneeland, Craig M.
Recipient Institution: Bellows Free Academy, South Main Street, St. Albans, Vermont 05478
Start—End Dates: Start Date 1 Apr 77; End Date 31 Mar 78
Supporting Agency: Vermont State Department of Education, Montpelier, Vermont 05602
Summary of Project: The proposed project is an operational activity designed to improve student learning by making each student's instructional program self-paced and individualized. Written material will be provided to each student in loose-leaf notebook form which will contain basic materials as well as materials relating to the particular student's career objectives. Each student is expected to proceed through the program at their own pace and would retain the notebook for future reference upon completion of the course. This project proposes to excite the interest of others in education by demonstrating the possibilities of teaching several related skills simultaneously in one classroom with one teacher as a resource person using individualized curriculum material.

VTP-2922

A Comparison of the Occupational and Educational Placement Status of Graduates from the Vocational Curricula with the Occupational and Educational Placement Status of Non-Vocational Curricula Graduates.
Principal Investigator: Chisman, A. W., Jr.
Recipient Institution: Hampton City Schools, Hampton, Virginia 23668
Start—End Dates: Start Date 1 Jul 77; End Date 10 Jun 78
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Summary of Project: This project will provide information necessary for revising present curricula and implementing new curricula to insure that students who exit the school system have skills compatible with labor market demands and/or those of higher education. Data will be collected by mailed questionnaires and telephone interviews from graduates of the Hampton City Schools' graduating class of 1977. This information will be valuable to curriculum developers and administrators.

VTP-2923

Follow-Up of Former Vocational Education Students and Those Who Have Employed Them.
Principal Investigator: Wooldridge, Robert W.
Recipient Institution: Norfolk Public Schools, Norfolk, Virginia 23504
Start—End Dates: Start Date 1 Jul 77; End Date 1 Jun 78
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Summary of Project: This project proposes to create a process whereby students are given the opportunity to acquire marketable skills which will facilitate their entrance into the world of work and provide a means of securing a well-paying job. This is to be accomplished by sending out mail questionnaires to former students and employers so that the information can be disseminated among vocational educators locally and possibly statewide for use in curriculum enrichment and career counseling. Vocational educators will benefit from this information by using the data developed for curriculum development and career guidance. Current vocational education students will have a better idea of what to expect in the job market and area employers will have a chance to evaluate vocational products and processes. This process could possibly serve as a model to be adapted by other educational systems throughout the State of Virginia.

VTP-2924

Improved Articulation of the High School and Community College Programs in Business Education.
Principal Investigator: Young, William P.
Recipient Institution: Arlington Public Schools, Arlington, Virginia
Start—End Dates: Start Date 1 Jul 77; End Date 10 Jun 78
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Summary of Project: This project is intended to establish a procedure for students to advance from the high school to the community college as a continuing program. Small group sessions will be used to develop a plan for articulation in the areas of stenography, clerk typist, and data processor preparatory programs. Specific objectives are to (1) facilitate the articulation of programs between the high school and the Community College in Business Education; (2) utilize V-Tecs materials as a means of placing students appropriately in the post high school program; (3) promote classroom teachers' participation in establishing positive interaction between the high school and the community college personnel; and (4) develop an understanding of the objectives and philosophies each institution has in the development of trained personnel in the Metropolitan areas. The procedure established should be beneficial to other programs in which articulation is a factor.

VTP-2925

A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Business Education' Pre-Service Teacher Education Programs.
Principal Investigator: Fields, Owen F.
Recipient Institution: Virginia Commonwealth University, 910 West Franklin Street, Richmond, Virginia 23284
Start—End Dates: Start Date 1 Sep 77; End Date 1 Jul 78
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Summary of Project: This project proposes to develop and distribute preservice instructional packages for competency-based instruction training in business education to all Virginia teacher education institutions. These instructional packages could bring continuity of instruction in the competency-based instruction program to teacher training at the preservice level and could also relate the preservice training to the inservice training currently underway. Twelve Virginia education institutions which are preparing prospective business education teachers will receive instructional packages that may be used in teaching concepts and implementing competency-based instruction in business education.

VTP-2926

Alternative Instruction Modes to Handicapped/Disadvantaged.
Principal Investigator: Golden, John
Recipient Institution: Seattle Opportunities Industrialization Center, 315 22nd Avenue, South, Seattle, Washington 98144
Start—End Dates: Start Date 1 Mar 77; End Date 1 Mar 78
Supporting Agency: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504
Summary of Project: Main objectives of the project are to produce a library of 225 FLIP PIC learning packages for the following skill areas: auto mechanics, carpentry, filing occupations, office machines, grammatical usage, and business vocabulary and to evaluate their effectiveness as an instructional mode compared to the traditional lecture and textbook method. Procedures will include: (1) intensifying units of instruction in which learning activities will be developed for each skill area; (2) developing and refining performance objectives to be used for each skill area; (3) designing and producing approximately five FLIP PICS in each skill area; (4) implementing a first evaluation phase by testing out the materials with students to correct any problems which may arise; (5) developing an additional 100 FLIP PICS after the initial evaluation, taking into consideration observations and recommended changes; (6) making a second such evaluation; (7) making new revisions and corrections; (8) developing an additional 100 FLIP PICS after the second evaluation; (9) analyzing and evaluating the data gathered from the FLIP PIC learning activity; and (10) submitting a final report and materials produced to the Commission for Vocational Education and forwarding copies to appropriate vocational clearinghouses.

VTP-2927

Child Care Training Correspondence/Extension Consortium.
Principal Investigator: McNeil, Margaret
Recipient Institution: Everett Community College, Everett, Washington 98206
Start—End Dates: Start Date 1 Dec 76; End Date 1 Dec 77
Supporting Agency: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The purpose of the project is to develop, adapt, and implement a continuous enrollment, competency-based, correspondence/extension child care training course and its administrative procedures for students not living close to a training institution. Procedures willl include: (1) making onsite visits at member schools by coordinator/instructor; (2) providing administrative training for child care workers; (3) adapting the college's existing curriculum and administration to meet the training needs of licensed home day care providers and individuals wishing to train for employment; (4) determining organization of course content, competencies to be developed, and organization, with help of consortium advisory committee; (5) mailing of correspondence/extension course; and (6) conducting onsite visits by an assessment team composed of the supervisor, student, program consumer (i.e., parents), and Department of Social and Health Services Child Care Specialist.

VTP-2928

Development of a Prototype On-Line Computer Based System for Vocational Education Enrollments and Completions Counts and for Followup Statistics.

Principal Investigator: Alaniz, Doris

Recipient Institution: Edmonds School District Number Fifteen, 3800 196th Street, S.W., Lynnwood, Washington 98036

Start—End Dates: Start Date 26 Aug 76; End Date 15 Jun 77

Supporting Agency: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The project's objective is to change methods of compiling and tabulating information necessary for Vocational enrollment, completion counts, and followup surveys from the current all-clerical method to an on-line computer based system. Procedures will include: (1) designing a data processing followup computer program in cooperation with Educational Service District Number 109 Data Processing Cooperative for storage and retrieval of information on former vocational education students; (2) mailing of questionnaires to vocational graduates; (3) telephoning non-respondents to the survey; (4) developing and presenting a model followup computer program; and (5) publishing a complete followup report.

VTP-2929

Expanding Vocational Education Through Correspondence.

Principal Investigator: Youngerman, Stephenson S.

Recipient Institution: Liberty School District Number 362, Spangle, Washington 99031

Start—End Dates: Start Date 1 Jun 77; End Date 1 Jun 78

Supporting Agency: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The purpose of the project is to demonstrate that vocational offerings in small high schools can be expanded dramatically through the use of tested and reputable correspondence courses. Procedures will include: (1) eliciting community involvement; (2) taking a preliminary survey of the junior class to determine the amount of interest; (3) collecting data and information; (4) holding a district overall Vocational Advisory Committee meeting; (5) conducting an ERIC search and collecting information from various correspondence schools; (6) doing ongoing field testing of a variety of schools and their correspondence products; (7) using the services of the librarian for supervision and aid in research for students taking courses through correspondence; and (8) making use of current instructors to supervise hands-on vocational training of students as required.

VTP-2930

Health Technician Aide.

Principal Investigator: Swanson, Lillian C.

Recipient Institution: Shagit Valley College, Whidbey Branch, 1201 East Pioneer Way, Oak Harbor, Washington 98277

Start—End Dates: Start Date 1 Jul 76; End Date 1 Sep 77

Supporting Agency: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: Objectives of the project for first year students are to (1) give 25 junior and high school students an opportunity to acquire information basic to all health occupations; (2) present an overview of the health occupation cluster; and (3) provide guidance in selecting an appropriate health occupation for further study. Objectives for second year students are to allow them to (1) concentrate on a chosen occupation by learning, observing, and performing the occupation's tasks; (2) develop the vocational maturity necessary for success in holding a job; and (3) develop an articulation model which will enable those students seeking additional education in the health occupation cluster to continue their studies in appropriate post-secondary schools in the state. Procedures will include: (1) evaluation and adjustment of first and second year curriculum; (2) continuation of development and maintenance of essential components; (3) addition of resource materials; (4) expansion of counseling program; (5) external and internal evaluation; and (6) dissemination.

VTP-2931

Implementation of a Multi-Institutional Curriculum Articulation Model.

Principal Investigator: Suver, J. Allen

Recipient Institution: Bellevue Community College, Bellevue, Washington 98007

Start—End Dates: Start Date 16 Aug 77; End Date 1 Oct 77

Supporting Agency: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The purpose of the project is to continue and expand the 1975-76 project, which established a workable process for curriculum development and articulation. This project seeks to involve a wider group of teachers and administrators in refining and documenting the process, and developing two new curricular areas, accounting and data processing, in business education. Procedures will include: (1) refining the process model used for establishing and validating career ladders and entry-level compentencies; (2) preparing career ladders and entry-level competencies in the two new areas; (3) developing model survey procedures and techniques for evaluating the validity of the career ladders and competencies for accounting, data processing, and secretarial curriculum areas with employers in the region; (4) developing and conducting inservice workshops for all business education teachers in participating institutions to prepare them to utilize career ladders and competencies in reviewing and updating existing curriculum areas for accounting, data processing, and secretarial science; (5) involving business and office instructional staff through large and small group sessions and workshops; and (6) using the assistance of a representative of the Bureau of School Service and Research to assist in the development of the validation model and procedures.

VTP-2932

A Project to Prepare and Disseminate Information on the Development of an Instrument for Prescribing Compensatory Education for Vocational Technical Trainees.

Principal Investigator: Willing, Delight C.

Recipient Institution: Renton Vocational Technical Institute, 3000 Northeast Fourth Street, Renton, Washington 98055

Start—End Dates: Start Date 1 Dec 76; End Date 1 Dec 77

Supporting Agency: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The purpose of the project is to implement 13 vocational skills checks developed by Renton Vocational Technical Institute during 1974-1976. Procedures will include: (1) scoring all checks administered; (2) developing a method of communicating check results to students, vocational instructors, and learning resource personnel; (3) prescribing appropriate remediation as indicated by check results; (4) maintaining statistical data on results of checks administered; (5) establishing cutting score recommendations based on statistical data generated; (6) reviewing and reprinting check and instructor manuals for distribution at workshops; and (7) presenting workshops throughout the state to appropriate vocational technical institute and community college staff members.

Project Title List (by state)

Indiana	Careers Resource Project Utilizing a Mobile Unit Design.	VTP-2909
	IVTC, BCSC, IUPUI–Columbus: Their Missions, Goals, Relationships, and Potential for Expanded Cooperation.	VTP-2910
	Local Plan to Develop a Job Placement and Follow-up System.	VTP-2911
	Mobile Laboratory to Effect Knowledge of Techniques for Vocational Exploration.	VTP-2912
	Secretarial Job Title Analysis Curriculum Development (Continuation).	VTP-2913
Iowa	Field Testing Curriculum and Program Restructuring Guidelines for Agriculture and Agribusiness in Iowa.	VTP-2914
	Iowa Distributive Education Three-Year Improvement Plan.	VTP-2915
Maine	Job Development, Placement and Followup.	VTP-2916
Nebraska	Utilizing Oklahoma Curriculum Materials in Automobile and Auto Body Programs.	VTP-2917
Oregon	Career Exploration Work Experiences.	VTP-2918
	Model Community College Career-Life Planning Guidance Program.	VTP-2919
	Proposal to Develop a Model Program for Serving the Educationally Disadvantaged Students.	VTP-2920
Vermont	Individualized Learning Package Development for Combined Electrical-Electronic Occupational Training Program.	VTP-2921
Virginia	Comparison of the Occupational and Educational Placement Status of Graduates from the Vocational Curricula with the Occupational and Educational Placement Status of Non-Vocational Curricula Graduates.	VTP-2922
	Follow-up of Former Vocational Education Students and Those Who Have Employed Them.	VTP-2923
	Improved Articulation of the High School and Community College Programs in Business Education.	VTP-2924
	Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Business Education Pre-Service Teacher Education Programs.	VTP-2925
Washington	Alternative Instruction Modes to Handicapped/Disadvantaged.	VTP-2926
	Child Care Training Correspondence/Extension Consortium.	VTP-2927
	Development of a Prototype On-Line Computer Based System for Vocational Education Enrollments and Completions Counts and for Followup Statistics.	VTP-2928
	Expanding Vocational Education Through Correspondence.	VTP-2929
	Health Technician Aide.	VTP-2930
	Implementation of a Multi-Institutional Curriculum Articulation Model.	VTP-2931
	Project to Prepare and Disseminate Information on the Development of an Instrument for Prescribing Compensatory Education for Vocational Technical Trainees.	VTP-2932

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